COLLEGE MEDIA review

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This document compiles articles that were previously published online as stand-alone posts on the College Media Review website. During the original release period, content was not produced as bound issues; articles were uploaded individually as they were approved. For archival purposes, traditional volume and issue numbers have been replaced with a volume year, reflecting the publication cycle from July through June.

College Media Review
Journal of the College Media Association

Arizona students cover Olympics

A prime assignment for 1 of 25 selected to cover summer games...

Scotty Bara in Rio de Janeiro

***Scotty Bara** is a senior at Arizona State University majoring in journalism and mass communication. He was one of 25 students accepted into a program to cover the Summer Olympics in Rio de Janeiro. He is posting on Twitter @scottybara. Follow the class posts using #CronkiteRio.*

By Bradley Wilson
CMR Managing Editor

What led you to covering the Olympics?

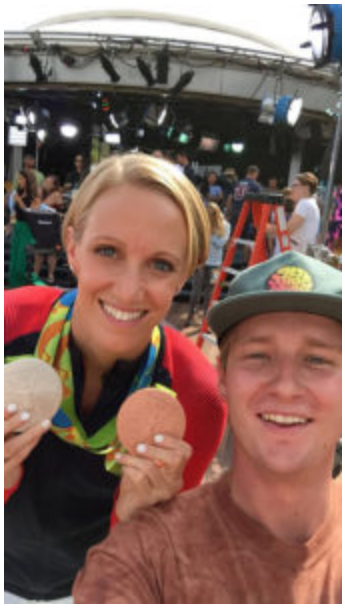
It was always my dream to cover the Olympics. It's the world's biggest sporting event and I was in disbelief when I heard I was one of the 25 accepted to the program to cover the games out of the hundreds of students who applied.

When applying to colleges, I heard of the Olympic program at the Walter Cronkite School of Journalism at ASU. I knew I wanted to pursue journalism in college and the Olympics program was a major factor I considered. I followed the school's coverage of the 2012 London games and was amazed at how much content the student journalists produced over the span of three weeks. I worked hard in my classes to build up my resume at ASU and applied to the program. I went to football, basketball, soccer, water polo, baseball and lacrosse to attempt to master sports photography during my years at the Cronkite School.

How did you prepare for covering the Olympics?

I prepared by reading a lot about Brazil and the issues with the country. Zika, the political situation and the fact that Brazil is a developing country were all factors that I considered when applying to the program. I knew the games would go on despite all the criticism Rio had received. I also took a one-credit cross-cultural awareness class at ASU where I learned about other how to embed yourself in another country. I learned how to deal with culture shock, language barrier and avoiding dangerous situations. I also looked at a lot of legendary Olympic sports photos from past Olympics and studied on how to make an impact with photography.

What has been the most fun aspect of covering the Olympic games so far?



The most fun aspect of covering the games has been some of the journalistic magic moments I've experienced. I've found that being in the right place at the right time is crucial with the situation that us student journalists are in.

One of the most memorable journalistic magic moments I've had was when we were trying to look for a open water swimmer from Holland. She was supposed to meet us

outside of the venue after her event for an interview but we could not find her anywhere outside of the venue and she was not answering her phone. We waited for about an hour when we ran into some fans from Hungary. They spoke English and we asked where we could find the swimmer. They pointed us in the right direction and we asked to interview her through the fence. She ran out of the event area and spoke with us about what it's like to be an Olympian. This was one of those "luck is where preparation meets opportunity" moments, a journalistic magic moment.

Selfie with Dana Vollmer, Olympic Swimmer at the Today Show on my birthday.

From your point of view, "What's it like to be an Olympian?"

Olympians are treated like Gods here. They get whatever they want it seems, as they deserve it. The Olympic village is incredible I've heard. We've talked to a bunch of athletes about the village and they've seen huge stars like Usain Bolt and Rafael Nadal in the cafeteria. I've also heard they have food from all around the World. I wish I had to access to it. Fans stop Olympic athletes anywhere they go for pictures. I feel like a lot of the fans don't know who the athletes are half the time, but want a picture with them anyway when they're wearing their country's Olympic swag.

What has been the biggest challenge so far?

The biggest challenge has been getting access to Olympic athletes. We are student journalists so our press passes only grant us access to the Rio Media Center and the metro. Our press passes are limited so we have to reach out to the public relations representative of each team and athlete and beg them to allow us to go to practice or get an interview. A lot of the time we have had to interview athletes outside of the venues. Security is very tight and they will not let us into any events or venues without approval and an escort.

What do you wish the media would cover but really haven't done much of?

This city and the Olympics couldn't be more opposite than what was reported in the U.S. They couldn't have been more wrong about Zika, security and the Olympic venues. I wish the news would cover the impact that the Olympics will have on the city and the poorest parts in the favelas. I wish media outlets would cover topics like: What will they do with the Olympic venues after the games are over? Or, how has the Olympics impacted the country compared to the World Cup and other major events that have been here?

Hanging out at women's water polo practice with $18,000 worth of gear in my hands.

What are your take-home lessons at this point?

Being at the right place at the right time is extremely important. Getting a good night's sleep is critical as well. Eating at least two meals a day is crucial. As a field reporter, you're out all day chasing Olympic athletes, and it's really easy to forget to eat.

If you had to do it all over again, what would you do differently?

I wish I packed different clothing. The weather is a lot hotter than I thought and the assignments I've participated in have been very informal. I could have left that suit and tie at home.

Bradley Wilson / August 23, 2016 / Investigative Reporting / arizona state university, cronkite school, media, olympics, sports photography

College Media Review

Journal of the College Media Association

Explore campus diversity with effective coverage

A dozen ideas on how to focus on diversity issues on your campus

Image courtesy George A. Spiva Center for the Arts in Joplin, Missouri. Via Creative Commons Flckr

By Rachele Kanigel
San Francisco State University

Over the past two years, college campuses around the nation have been rocked by unrest as activists have demonstrated against systematic racism, police brutality against people of color, insufficient facilities for transgender and gender-non-conforming people, cuts to ethnic studies programs, and other hot-button issues. These actions have shined a spotlight on long-simmering tensions and forced both administrators and student media outlets to pay closer attention to the realities of living in a diverse community.

Next week in CMR: Taking a look at the Diversity Style Guide with editor Rachele Kanigel.

Infused with emotion, these stories can be difficult to report, and student journalists sometimes find themselves in the middle of the conflict, with both administrators and activists criticizing their coverage.

Good journalism means building trust and that requires going beyond the news story du jour and taking a deeper look at the enduring and complex roots of these events.

As your student media outlet starts a new school year, consider ways to explore the larger issues behind the headlines. For inspiration, check out The Seattle Times' "Under Our Skin" project, NPR's new CodeSwitch podcast and the Associated Press' "Divided America," an ongoing series on the economic, social and political divisions in American society.

Here are some ideas for exploring diversity issues on your campus.

1. **By the numbers –** All universities — public and private — collect demographic information about their students and many even publish the data from several years in a handy book like this Data Book from San Francisco State University or this one from University of California Santa Barbara. Some public universities pull data from all campuses in the system into one handy place like the Data Book from the Utah System of Higher Education. Even private universities like Northwestern University and Brown University often make this data available online. If you can't find a data book (sometimes called a "fact book") for your university, contact your Office of Institutional Research. Once you've unearthed the demographic information your university collects, study the data for several years and look for trends. Is your student body becoming more or less diverse? Is the number of Hispanic/Latino students on the rise? Are there more students who identify as two or more races? Do graduation rates vary by race? How does the racial/ethnic makeup of the faculty compare with that of

students? Once you've identified an interesting fact or trend, report on it by interviewing admissions staff, your chief diversity officer, the dean of students or college president, leaders of ethnic student groups and others who could shed light on these changes.

2. **Protests and promises –** If your campus had political demonstrations last year, what came of them? Did administrators step down? Did your university promise to make policy changes in response to student demands? Interview stakeholders to see what, if anything, has changed. Ask student leaders what action is planned for the coming academic year.

3. **Campus diversity officers –** Many universities have created new positions for "chief diversity officers," administrators charged with overseeing diversity and inclusion activities and addressing inequities. A few have come under fire for their efforts. At the University of Tennessee, for example, the diversity office lost state funding after encouraging the use of gender-neutral pronouns, issuing a list of best practices for inclusive workplace holiday celebrations and engaging in other actions intended to create a more inclusive environment. If your campus has a chief diversity officer, find out what he or she does and how the community has responded to their actions. If you don't have such a position at your school, find out who is responsible for ensuring inclusiveness on your campus and what is being done to foster diversity. Note how the campus community reacts to new policies.

4. **Student services staff –** One of the common demands from student protesters in the past year was that universities hire more people of color in student services. Last fall, students at the University of Kansas demanded that the university create a "team of multicultural counselors to specifically address severe mental illness and the needs of students of color." At California State University East Bay, student activists asked for an increase in the number of African-American academic advisers, as well as more black counselors in the Student Health and Counseling Center. Data from a national survey of college

and university counseling center directors suggests that counseling centers last year significantly increased the hiring of minority professionals. How diverse are the counseling and advising staffs at your campus? Is your campus making diversity a priority in hiring of such professionals?

5. **Campus accessibility –** Nearly all colleges and universities are subject to the Americans with Disabilities Act of 1990, which requires that all public facilities be accessible to people with disabilities. But some campus buildings may pose accessibility challenges even if they are in compliance. The Marquette Tribune, for example, uncovered hard-to-access buildings around the Marquette University campus. Interview disability resource center staff and students with disabilities about what it's like to navigate your campus and get the services they need.

6. **Accommodations for transgender and gender-non-conforming students –** Spurred on by new guidance from the U.S. Departments of Education and Justice requiring that schools ensure the civil rights of all students, colleges and universities are starting to recognize the needs of transgender students and those who don't identify as male or female. A few now offer alternatives, such as "neutral," to "male" and "female" on campus forms; some have instituted preferred name policies that allow students to choose which name is on official student records. Many campuses now have gender-inclusive, single-user restrooms. Campus Pride lists 205 colleges and universities that offer gender-inclusive housing (in which students can have a roommate of any gender.) Find out what your school is doing to accommodate transgender and gender-non-conforming students and solicit reaction from affected students.

7. Orientation activities – A number of schools, including the University of Wisconsin-Madison and Clemson University are incorporating diversity-related activities into orientation and welcome week programs. Others, like Penn State, offer special orientation programming for students from diverse backgrounds.

But as Concordia University St. Paul found out earlier this summer, multicultural programming can be controversial. Discover what kinds of diversity programming your campus offers for orientation and find out what students think.

8. Race-conscious admissions – In June, the Supreme Court upheld the practice of affirmative action in the Fisher v. University of Texas at Austin case. However, state bans on race-conscious admissions remain in place in California, Michigan and elsewhere. And Harvard University faces a lawsuit by Students for Fair Admissions alleging that the school's admissions policies discriminate against Asian American applicants. Find out what your school's policy is and whether it's changed since the decision in the University of Texas case.

9. **Under these bricks –** Yale University, Georgetown University, Clemson University and other schools have named halls for slaveholders, Ku Klux Klan organizers and other white supremacists. Over the past year, student groups have succeeded in getting administrators to rename some of these buildings. What's the history of the land your university is built on? Who built it? Who are the people behind the nameplates of landmark buildings? Exploring your university's history can bring startling revelations about where you call "home."

10. **Food pantries –** Recognizing that many students come from low-income families, some universities are opening food banks and even emergency housing facilities to meet growing needs. What does your school do for needy students? Do students feel comfortable using these services?

11. **Bias response teams –** Concerned about reports of discrimination and bullying, a number of colleges and universities around the country, including The Ohio State University, University of Nebraska Omaha and University of Oregon, have set up Bias Assessment and Response Teams. But some BARTs have been criticized for overreaching and policing free speech on campus. Look

at how acts of bias are treated on your campus. What's the process? Who investigates? What's the response?

12. Campus Climate Survey – A number of universities, including Stanford and the University of California conduct periodic surveys to monitor the climate surrounding sexual violence and harassment on campus. Some, like the University of Chicago, finetuned this year's survey to focus on diversity, inclusion, and the climate for underrepresented groups. If your campus does a survey, take a look at the data and then interview students about their experiences. Don't have a survey? Ask administrators why not.

***Rachele Kanigel** is an associate professor of journalism at San Francisco State University, where she advises Golden Gate Xpress newspaper. She is the author of **The Student Newspaper Survival Guide** and the editor of **The Diversity Style Guide**, a resource to help journalists and other media writers cover a complex, multicultural world with accuracy, authority and sensitivity. She is immediate past president of College Media Association.*

Rachele Kanigel

Jackie Alexander contributed to this report. Alexander serves as the assistant director to Tiger Media at Clemson University, advising seven student-run media outlets. Alexander is the chair of the College Media Association's Diversity and Inclusion special interest group and an avid #momlife tweeter.

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A Style Guide for Diversity in the media...

A Q&A with Rachele Kanigel, editor of The Diversity Style Guide

What would be the most accurate way to describe The Diversity Style Guide?

The Diversity Style Guide is a resource to help journalists and other media professionals cover a complex, multicultural world with accuracy, authority and sensitivity. The guide includes terms and phrases related to race/ethnicity; religion; sexual orientation; gender identity; age and generation; drugs and alcohol; adoption; and physical, mental and cognitive disabilities.

What prompted you to produce The Diversity Style Guide?

"This is not about being politically correct; it's about being accurate. It's simply wrong to refer to a transgender man as "she" or to call someone "schizo."

About 20 years ago the Center for Integration and Improvement of Journalism based at San Francisco State University compiled the original News Watch Diversity Style Guide, a compilation of terms from style guides put out by the National Association of Black Journalists, the Asian American Journalists Association, the National Center on Disability and Journalism and five other organizations. It was last updated in 2002.

In 2014, when I was interim director of the center, I wrote an article for San Francisco Magazine about people who identify as genderqueer, agender or nonbinary, and I realized the Diversity Style Guide didn't include any of these terms, which were just coming into common parlance. I decided to update and expand the guide, which at that time was just a PDF posted on a website. I received a grant from the Sigma Delta Chi Foundation of the Society of Professional

Journalists to create a searchable online style guide and then I wrote a proposal for a book that would include the glossary but also provide a context and framework for diversity reporting. I was delighted to find that several publishers were interested and I signed a contract with Wiley to write the book.

Rachele Kanigel

The online guide now includes more than 750 terms – about double the number in the original News Watch Diversity Style Guide.

How did you go about researching and compiling the information for the Guide?

First I contacted the eight organizations that contributed material for the original guide and got permission to use it again. Some of those organizations had updated their style guides since and I incorporated this new material. Then I started to look for other resources related to diversity and found the Gender Spectrum Guide to Gender Terminology, the Michigan State University School of Journalism's wonderful cultural competence series, edited by Joe Grimm; the Religion Newswriters Association's Religion Stylebook, the Race Forward Race Reporting Guide; and other resources. I also decided to take a broader view of diversity and include mental health, drug and alcohol use, suicide, aging, adoption, and other issues where the media has been criticized for insensitive or inaccurate language. All sources are used with permission and most terms link back to the original reference.

Sometimes I would think of a term that should be included but I couldn't find a style guide that defined it so I would research the term myself, using the most authoritative sources I could find. Among the resources I tapped were the U.S. Census Bureau; the Holocaust Encyclopedia; the Densho Encyclopedia, a digital educational resource on Japanese American internment and Japanese incarceration; and Neutrois.com, a website about people who don't identify as strictly male or female. After I published the guide, the director of the bar/bat mitzvah program at my synagogue suggested a correction to my definition for "bar mitzvah." Like raising a child, putting this guide together truly takes a village, and literally

everyone is a potential source. It's been a fascinating journey to find these resources and delve into them.

How do you respond when people say this is a guide to political correctness?

This is not about being politically correct; it's about being accurate. It's simply wrong to refer to a transgender man as "she" or to call someone "schizo." It's inaccurate to say "wheelchair-bound" or "confined to a wheelchair" when wheelchairs actually liberate people who use them.

And journalists risk alienating sources and readers when they use terms like "illegal alien" to describe an undocumented immigrant or "real mother" to refer to the mother who gave birth to a child who was adopted. Many journalists today struggle to find the right language but don't know where to turn for information. The Diversity Style Guide offers context and nuance for media professionals who aim to be precise and accurate.

What challenges did you face in compiling the guide?

For many terms I found a single, reputable source and used that definition. Those were easy. But for others, I found different and sometimes conflicting information and I would have to do additional research to decide what to include. Some terms draw from two or three sources.

I also had to make some difficult judgment calls. Probably the hardest was whether to capitalize Black and White when used in reference to race. Most journalism style guides, like those of the Associated Press and *The New York Times*, call for putting both races in all lowercase letters because they do not include a proper noun like Asian. Many publications serving African-American communities capitalize Black and some, but not all of them, also capitalize White. The National Association of Black Journalists does not capitalize Black in its publications, including the *NABJ Style Guide*. But the team that put together *100 Questions & Answers About African*

Americans decided to capitalize Black. Many of the terms related to Black and African-American people in *The Diversity Style Guide* come from these two guides; to be consistent I had to make the call on capitalization. Originally, I lowercased both Black and White, but the question literally kept me up at night. After much research and consideration, I decided to capitalize Black and White when used in a racial context so I had to go back and change all the terms that included those words. I hope I caught them all!

Are you continuing to update the guide?

Yes, all the time. There's a contact form on the website that encourages people to suggest terms that are missing. Recently I've added definitions for gypsy and Roma, Okies and terms related to adoption in response to reader suggestions.

What additional information will be included in the print book?

The terms in the online guide are really just the tip of the iceberg when writing about diverse communities. The book will include chapters on covering different ethnic, racial and religious communities as well as LGBTQ issues, mental health, drug and alcohol use, suicide and other topics. I'm writing most of the book but several experts are contributing chapters. Joe Grimm, the editor of the Michigan State School of Journalism's cultural competence series and Osama Siblani, publisher of the Arab American News are writing a chapter on Arab Americans; Kristin Gilger, director of the National Center on Disability and Journalism is contributing the chapter on writing about people with disabilities. Venise Wagner, Sally Lehrman, Cristina Azocar – all experts in the field of diversity and journalism – are also contributing chapters.

When will bound copies of the Guide be available to purchase, and where will it be sold? (Online? Bookstores?)

The book, also named The Diversity Style Guide, will include the glossary as well as chapters on covering different communities. The book will be published by Wiley in late 2017 or early 2018. It will be available for sale on the Wiley website and from online and brick-and-mortar bookstores.

What will the bound version cost?

The cost has not been set yet.

Will the online version, which can be downloaded now, continue to be available, even after the printed version is available?

Yes, the online version will remain and I'll continue to update that.

Rachele Kanigel is an associate professor of journalism at San Francisco State University, where she advises Golden Gate Xpress newspaper. She is the author of *The Student Newspaper Survival Guide* and the editor of *The Diversity Style Guide*, a resource to help journalists and other media writers cover a complex, multicultural world with accuracy, authority and sensitivity. She is immediate past president of College Media Association.

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Navigating the waters of Safe Harbor

Advisers should consider pros and cons of reliance on Safe Harbor broadcast protections

By Chris Thomas
President, Intercollegiate Broadcast System

Anyone who's advised radio or television students for more than a week has faced this question: Can I say (insert questionable word or phrase) on the air? Your gut reaction is no. But are you aware that the answer could potentially be yes?

So safe harbor is a nice thing to have on paper, let me give you a few reasons why you will want to pretend like it doesn't exist.

Since 1978 when Pacifica Radio lost their court battle to the Federal Communications Commission over the airing of George Carlin's *Seven Dirty Words You Can't Say on Television*, there have actually been nine more instances (either court cases or FCC rulings) that have effected what can and can't be said. But what many people don't realize is that something else even more important than what can be said was also decided – when the rules are to be enforced.

Initially the FCC wanted a 24/7 ban on everything obscene, indecent and profane citing that they had a compelling interest to protect children from being exposed to these types of broadcasts. After some pushback from Congress (who wasn't interested in unduly burdening our First Amendment rights), it was decided to create a "Safe Harbor" period from 10pm to 6am local time each and every night.

So does that mean that beginning at 10pm anything goes and it turns into the wild wild west on both radio and television?

Not exactly. Here is what you need to know:

- **Obscene Language is Never Permitted**

  And not only is it never permitted, it's not even protected by the First Amendment. So what is obscene? Thanks to the Supreme Court we've got a definition: It must appeal to an average person's prurient interest; depict or

describe sexual conduct in a "patently offensive" way; and, taken as a whole, lack serious literary, artistic, political or scientific value.

- **Indecent Language is Allowed, but…**

  Unlike obscene language, indecent language is protected by the First Amendment (so long as it doesn't meet the three criteria listed above) but hasn't officially been defined by the Supreme Court. In fact, words, phrases and descriptions might very well be deemed not obscene but still be considered indecent. According the FCC, it all comes down to context and who is likely to be in the audience at the time it was broadcast. In the end however, if the language is only labeled indecent it would be allowed between the hours of 10pm and 6am local time.

- **Profane Language is Also Allowed**

  These are the words that the FCC calls "grossly offensive." They also call them a public nuisance. And while they very well may be, those four letter words are indeed protected speech so long as the kids aren't listening, so they are fair game during safe harbor. But like indecent speech, there is no Supreme Court ruling that determines what profane speech is, so in one instance, a word such as "F—" might be considered profane (as it was when it was used during a speech at the Golden Globes on live TV in 2004) but it might get a pass in another (such as a live newscast where someone unaffiliated with the station screams out the word while the reporter is on-air).

Need some examples of what all this means? In May 2004 Oprah Winfrey aired a show that discussed teenage sexuality (including descriptions of such acts as oral sex) and fans of Howard Stern went after her. They filed complaints with the FCC because earlier that year (and many other times before that) Stern's program was fined for airing conversations about the same topics. The difference? Oprah's guests were doctors, Stern's were comedians. Stern's fans could not build a case

against her, despite their more than 1600 letters filed with the FCC, because Oprah's program did not lack serious scientific value whiles Stern's programs most certainly did. Although both programs used many of the same words, it was determined Oprah's show was not obscene and the FCC did not find it (in its opinion) indecent.

If Howard Stern's program would have aired late nights instead of mornings this would be a completely different story. Because once the clock strikes 10pm you've got some freedom. But as you might expect you will want to proceed with caution.

I am fond of telling my students the following: Just because you can do something doesn't mean you should. So while safe harbor is a nice thing to have on paper, let me give you a few reasons why you will want to pretend like it doesn't exist.

- **Discipline is Key**

  We tell our students time and time again – don't swear (or play profanity) on air. Do you really want to tell them that it is now alright? And what if your first semester freshman who regularly runs the 2am to 4am shift comes in to cover during daylight hours? Will they remember that different rules apply at different times?

- **People Will Still Complain**

  You might think that this doesn't matter right? Let them complain to the FCC, I'm untouchable between 10pm and 6am. While you might not walk away with a fine from the government, you might walk away with something worse. Does your university president or your department chair have your back when the community complains about your indecent programming? Will they still have your back when they hear what your students were playing?

- **It Can Hurt Fundraising and Sponsorship Efforts**

> If you are striving to raise funds from community members or local businesses, you want to be taken seriously. College stations have a hard enough time gaining respect in the community sometimes, and stations that air "questionable" material are rarely considered serious. Don't set yourself back or hurt your image just because you can play an uncensored song during safe harbor.

This probably has left you asking if anything good can come from safe harbor. The answer is surprisingly yes. Knowing that you can't be fined for even accidently airing indecent or profane materials is a wonderful feeling, and it makes these hours a great place to start new staff members. It also gives you the freedom to run a show that may be considered an "edgy." Let's face it, children might be unlikely to be in the audience pool beginning at 10pm but college kids are just getting their nights started. A talk show that covers topics college students care about might be best suited for the 10pm to 12am time slot.

Of course this doesn't mean you'll want to give them full freedom to do whatever, but they can certainly push it a bit during this time and not cause you any harm (both to your station's finances or your personal health). The best advice I've received as an advisor is to be the person your students feel comfortable talking to yet respect enough to listen to (and follow) your advice. This relationship allows your students to bring to you edgy, controversial and even out of bounce ideas and topics for programs, but through conversations, questioning and brainstorming, you can work with them and guide them into creating a show that follows all of the FCC rules (whether that is during Safe Harbor or not).

For more information on the FCC's Regulation of Obscenity, Indecency and Profanity you can visit http://transition.fcc.gov/eb/oip/.

And for a fairly clear cut explanation of these rules you can visit https://www.fcc.gov/consumers/guides/obscene-indecent-and-profane-broadcasts.

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Chris Thomas

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Research (Vol. 54) — Active Choice, Passive Consumption

Photo Ryan Lash/TED via Creative Commons

Exploring New Media Consumption Habits Among College Students and their Influence on Traditional Student Media

By **Hans K. Meyer**, **Burton Speakman** and **Nisha Garud**
Ohio University

Abstract: This study examines news consumption habits of college students focusing on the factors, purpose and sources of new media consumption. Through a survey of 812 students at a medium-sized Midwestern university, four types of news habits emerged: active, passive, civic engagement, and digital. Students actively seek digital media but consumption of these sources turns passive. New media, including mobile technology, have not completely taken over the news consumption habit of traditional sources.

Keywords: Habit, news consumption, active and passive consumption, students, social media

Introduction

Changes in technology consistently alter how the public consumes information, especially news, and the Internet has accelerated how quickly these patterns are evolving. The biggest example is websites, mobile sites, and online videos have started to replace traditional media among college students. Previous studies have explored the "daily me," or how personalizing the news through subscribing to RSS feeds using web portals such as Yahoo or Google and SMS alerts (Thurman, 2011) or newsfeeds from traditional news websites (Thompson, 2005), or email newsletters (Spyridou & Veglis, 2008) has become commonplace among millennials. However, social media have changed how the "daily me" is created because young people consume news through "following" users on Twitter, "liking" news pages and "sharing" news updates on Facebook, using mobile news apps and accessing mobile versions of traditional news websites. Those studies (Thompson, 2005; Spyridou & Veglis, 2008; Thurman, 2011), do not account for changes in news consumption, especially via new media sources such as Facebook, Twitter and mobile phone apps. As a result, this study tries to fill this gap through an examination of news consumption habits in the new media milieu.

Through a survey of the media habits of 812 college students at a Midwestern university with a student population of approximately 21,000, this study investigates how college students consume news through new media sources, particularly social media, and if this usage has become habitual. The goal is to explore the media consumption habits that exist among a sample of college students, and offer suggestions on how these patterns inform the theory of how habit forms. This focused look also provides the opportunity to examine the purposes these habits, once formed, serve and whether new media consumption has started to overtake traditional media consumption habits. Furthermore, the college

media environment is unique. The student newspaper is placed all over campus so that it will be convenient for students to pick up. The college campus, therefore, may be an environment where it takes less effort and is more passive to read the printed paper than going online.

Habit formation

News consumption starts as an active choice, even when readers focus on new media (Thurman, 2011). However, online media, especially social media where an initial choice leads to a near endless stream of content, quickly change the consumption pattern from active to habitual (Ajzen, 2002; LaRose, 2010). As decision making becomes habitual, news consumption becomes passive (Diddi & LaRose, 2006). This study defines news habit as the process by which news consumers actively select media as their news sources, and then access them so frequently that their repeated use develops into a passive choice. This passivity is so habitual that consumers become oblivious to their media consumption sources. Examining the transformation of active media choice to habit becomes especially important when considering college students because previous studies have suggested young people are the most active users of social media (Casero-Ripollés, 2012; Mihailidis & Cohen, 2013) and use mobile phones (Chan-Olmsted, Hyejoon Rim, & Zerba, 2012) to consume news.

Habit formation is a process that involves a repetition of past behavior to such an extent that this behavior is performed automatically in the future with minimal conscious effort (Ajzen, 2002; Ouellette and Woods, 1998; Schneider & Shiffrin, 1977). For instance, LaRose (2010) said daily media habits range from "reading the newspaper at breakfast, checking e-mail upon arrival at work, to turning into a 'couch potato' at 7 p.m." (p. 194). The frequency of such behavior influences later behavior that is performed independent of intentions, thereby leading to habituation of such behavior (Ajzen, 2002). Thus, if one consumes news from the

same media outlets repetitively, usage that was initially active becomes automated and habitual (LaRose, 2010).

New and complex behavior, such as news consumption via multiple platforms that was initially controlled by explicit intentions and self-regulation, becomes automatic with repeated performance (Ajzen, 2002; Ouellette & Wood, 1998). In the digital media environment, the audience is exposed to multiple complex media choices, such as Facebook, Twitter, Instagram and other social media, and mobile technologies such as mobile websites and apps, and needs a shortcut to help them decide.

In psychology, habit is an important cognitive heuristic that directs decision-making processes during which the implementation of habitual behavior requires reliance on familiar cognitive cues that enable one to conserve time and mental effort (Rios & Bentley, 2001). As a result, habit is designed to protect individuals from becoming overwhelmed when engaged in routine cognitive tasks (LaRose, 2010). Motivation to consume media is a conscious activity whereas habituation involves passive involvement in media consumption. As a result, habits better explain the sustained involvement in an activity or media consumption in the new media environment as opposed to the motivation to consume media. Habits, which force consumers to spend more time on a page, are likely to be a result of social motivation, thereby explaining why sites that do not offer a high level of interaction do not create the same type of habit (Kilian et. al, 2012). Hence, it becomes necessary to understand the factors that contribute to the formation of news habits, especially among young people, which is the aim of this study.

Another aspect of habit formation is the number of times the act has been performed, which is measured in terms of habit strength (Triandis, 1977). The more times a news outlet is accessed, the stronger the habit becomes. In this study, we define news habits as the process through which consumers actively select news sources, access them repeatedly to become inattentive to their selection and turn

into passive media consumers. As a result, we expect that habit strength will correlate with passivity in news consumption.

News consumption and new and traditional media usage

Previous studies have examined habit formation in an electoral context through voter turnout (Gorecki, 2013), consumer loyalty (Olsen, Tudoran, Bruns, & Verbeke, 2013) and adoption of healthy behaviors (Aarts, Paulussen & Schaalma, 1997; Judah, Gardner & Aunger, 2013). When examining traditional media habits, the focus is typically on newspapers, television, and radio news coverage. Decades of research on media habit formation has relied mainly on news reading and television viewing habits (Gantz, Fitzmaurice and Fink, 1991; Stone & Windhauser, 1983; Rosenstein & Grant, 1997). In the media environment, habit formation has been examined in online versus traditional media use (Eveland & Dunwoody, 2000; Light, 1999). However, these studies do not focus on the varied new media consumption habits, including consumption of media via mobile technology.

Empirical research suggests that there is a reciprocal relationship between habits and news consumption. Habit strength better predicts media consumption and individual preferences (Diddi & LaRose, 2006) than motivation to consume media does. Strength of media habit dictated college students' news consumption (Diddi & LaRose, 2006). Campus newspapers, Internet portal sites, and late-night comedy shows were the most frequently consumed news sources. Additionally, the researchers concluded that even though college students used the Internet as their major news source, they did not abandon traditional media (Diddi & LaRose, 2006). Further, traditional and new media complemented each other as news consumption platforms (Diddi & LaRose, 2006).

In addition, motivations to consume news can lead to the formation of media habits (Chan-Olmsted, Rim & Zerba, 2012). Using diffusion of innovation and the technology acceptance model, Chan-Olmsted et al. (2012) found a positive

correlation between mobile news consumption and media habits among college students between 18 and 24 years old.

In the same vein, a study of online news readers in Colombia suggested online news readers consumed media that allowed them to personalize the way they search for information (Gutierrez-Coba, Gomez-Diaz, Salgado-Cardona, Estrada-Gutierrez & Ramirez-Mendez, 2012). Another study analyzed the news consumption habits of 2,273 Chilean adolescents between the ages of 13 and 17 and found that teenagers frequently consumed information via Facebook rather than traditional media sources to stay updated on daily events (Condeza-Dall'Orso, Bachmann-Cáceres, & Mujica-Holley, 2014).

Mobile news has had a significant impact on how people consume media (Chan-Olmsted, Hyejoon Rim, & Zerba, 2012), but researchers have found past habits continue to play a role in new media consumption habit formation (Diddi & LaRose, 2006; Mitchelstein & Boczkowski, 2010). "Habitual media consumption covers a wide range of overall usage levels and is not necessarily associated with excessive amounts of consumption," (Diddi & LaRose, 2006, p. 196).

Although it has been found that repeated media use makes automatic, habitual media consumption possible (LaRose, 2010), it can be argued that the present new media environment does not nurture habit formation. The availability of varied new media technologies and news platforms distribute consumption among multiple news sources, thereby weakening consumers' association with the news sources and restricting habit formation. Second, new media technology allows consumers to set active media consumption preferences and then passively consume news unless forced to change (Diddi & LaRose, 2006). For example, Twitter and Facebook allow users to set their "friends" or "followers" once and receive information from these sources in perpetuity. Websites can be set as home pages or a link to a site can be added directly to a mobile phone through news apps. Third, despite changes in new media technology consumers have a finite amount of time to consume media (Taneja, Webster, & Malthouse, 2012), which makes habit formation increasingly

necessary. As a result, this study examines whether online and mobile news consumption lead to habit formation.

Media habits and the development of the "Daily Me"

Early online news sources such as RSS feeds that allowed consumers to customize their consumption activities were not widely adopted because they provided limited news updates and were complicated to use (Thurman, 2012; Mihailidis & Cohen, 2013). Nonetheless, researchers have concluded that personalized news, conceptually defined as the "daily me," where consumers actively decide what news they want to receive, and passively let their choices select their news, is growing (Thurman & Schifferes, 2012). Social media make it easy to personalize news (Mihailidis & Cohen, 2013). On platforms, such as Facebook and Twitter, users decide initially whom they will follow. The sites then recommend other users they can follow based on their past behavior such as whom they have previously followed, retweeted, or liked. This may seem to contradict Thurman (2011), who said news consumers do not know what they want. However, this supports the idea that passive consumption takes over and is facilitated by the social media recommendations. To address this question, this study looks at how actively consumers choose their news sources.

Youth and their Media Consumption

Demographic factors influence media consumption (Taneja, Webster, & Malthouse, 2012) because as consumers grow older, they show more interest in news (Casero-Ripollés, 2012; The Insight Media Project, 2015). For instance, about 70% of millennials, consumers in the age group of 18-34 years, received news daily and 45% followed news daily (Insight Media Project, 2015) and also used several platforms to receive news (Casero-Ripollés, 2012). Second, college students consumed news habitually from both traditional and online sources (Diddi &

LaRose, 2006; Casero-Ripollés, 2012). Likewise, those born after 1980 said they still consumed news in traditional ways and found social media was more entertainment than news (Kilian, Hennigs, & Langner, 2012). However, their daily routine is so dominated by Internet use (Ipsos Media CT, 2014) that this study begins with the following research question:

RQ1: What form of media (print, online, social media) will students use most frequently for the news that relates most to them?

The literature suggests some answers. Social media exposes millennials to more news than they would otherwise receive (The Insight Media Project, 2015). Many young people say they use Facebook as their primary news source (Casero-Ripollés, 2012). Similarly, Facebook, YouTube, Instagram, and sites like Reddit, in that order, were also found to be common news sources (The Insight Media Project, 2015).

Apart from social media, young people tend to use mobile phones for information consumption, including news. Casero-Ripollés (2012) found that by the time consumers reach 18, about 25 % access news using a mobile phone. Similarly, more than 40 % of those between 23 and 30 years use a mobile phone to access news (Casero-Ripollés, 2012). Chan-Olmsted and colleagues (2012) also found young consumers' perceptions towards mobile news influence their willingness to use mobile sites, but perception does not indicate how long they will spend on a site.

The question remains, however, how these media use behaviors influence the formation of lasting media habits because the literature suggests college students have developed different consumption habits than other generations. They access information by mixing news with "social connection, problem solving, social action, and entertainment," (The Insight Media Project, 2015). About seven in 10 millennials keep up with news online at least once a day, and 40 % check news online multiple times daily (The Insight Media Project, 2015).

However, LaRose (2010) said media consumption habits were not only a result of repeated and conscious media selection decisions. Habits keep millennials involved in social interaction to use social media (Kilian et. al, 2012), which leads to the following question:

RQ2: What factors contribute to college students' news consumption habits, especially as they relate to the college media?

News is typically the top shared content on Facebook (Holton, Baek, Coddington, & Yaschur, 2013) and other social media sites, but young people do not seem to notice. Holton et al. (2013) found young people said they used social media for entertainment purposes. However, The Insight Media Project (2015) that surveyed 1,046 adults from the millennial generation concluded that about 47 % of them accessed Facebook to consume news. Although it appears that millennials consume news using social media, news consumption is not their intent when viewing the sites. This suggests that young people view the news without thinking about it, which leads to the following hypotheses:

H1: College students' overall news habits will be defined more by passivity than active choice, even those who read in traditional ways.

H2: College students will consume news media, especially those who use online and mobile sources, in a passive manner.

Method

This study relied upon a survey administered online to 7,000 students at a major Midwestern university. The respondents were randomly selected and represented a third of the university's student body of both graduate and undergraduate students. The respondents were recruited via e-mail during February 2014. More than 960 respondents started the questionnaire, and 812 completed it, which represents a

13.7% response rate and 85% completion rate. Wimmer and Dominick (2013) suggest that a 10% response rate is acceptable for surveys.

In addition, the university selected has a reputation as a top 10 journalism school in the United States. Its student newspaper has existed for more than 100 years on campus and had been a daily newspaper for most of that time. The number of free papers getting picked up each day on campus had been decreasing, however, and student editors were motivated to find out more about their audience.

In the sample, 36% of respondents were men and 63% were women, and the median age was 20 years old. Eighty-five percent were white, while 4% were African-American, 4.6% were Asian, 3.6% were multiracial, 2.4% were Hispanic, and less than 1% reported they were Pacific Islander or Native Americans. Most of the students who completed the survey were freshmen (27%), but seniors (20 %), juniors (20%), sophomores (18%) and graduate students (16%) were equally nearly represented.

Participation in the survey was voluntary, but those responding had a chance to win a $20 gift card as compensation for their time and effort. The purpose of the questionnaire was to examine media habits based on how college students consumed the school's independent student newspaper. Based on the literature, the study defines news habit for college students as the frequency with which they read the campus student newspaper. This represents a reasonable operationalization as campus media is the most accessible and pertinent media outlet to the students, and therefore, the most likely media that students will use regularly. By extension, its accessibility and relevance make the student newspaper the most likely medium for which students will develop a media habit. More than 52 % (n=499) of the sample reported they read the student newspaper either in print or online, and this group serves as the focus for part of examination, however those stated they regularly read the campus newspaper were also compared to those who do not typically or ever read the campus newspaper.

Results

In examining those who said they read the student newspaper, the study found they most frequently read the student newspaper on Twitter (more than 55% of responses). More than half (53 %) said they had read the student newspaper in print within the last week, while another 48% had visited the paper's website in the last week. Only 40 % said they had read student newspaper content on Facebook. (For full responses, see *Table 1*.) This offers some insight into RQ1 because while Twitter is the most frequent way to access student newspaper content, print is nearly as frequently used. In fact, print, which by this study's definition represents an active media choice, is the second most commonly used source.

Determining whether reading the student newspaper at least once a week represents a habit, however, required more detailed analysis. To understand the impact of media choice for student newspapers and to more fully answer H1: Student media habits will be defined more by passive sources than active ones, the researchers examined 20 questions about attitudes toward the student newspaper and reasons why respondents read it either in print or online. This block included questions about campus involvement and the importance of knowing what is going on. These responses from those who said they read the paper either in print or online were analyzed to determine if questions would group together statistically and if related factors would emerge. A principal components factor analysis with Varimax rotation and Kaiser normalization suggested four factors each with an eigenvalue above 1.0:

a. First, an overall habit scale included seven items (α=.885), which included both active, such as staying involved in campus activities, receiving updates on local news and campus news and needing to read the news; and passive, which included reading news because of a family's newspaper subscription, liking visual aspects and reading for enjoyment.
b. The digital habit consisted of five items (α=.884): how important it was to have a mobile phone, reading newspaper for a class, reading digitally because of the

website design, interactive features not available in print and setting up the site as homepage.

c. The civic habit included items (α=.863) related to ideas of civic engagement, such as a desire to stay involved and informed on what is happening on campus and in the community.
d. The passive habit comprised three items (α=.691): being used to reading news, consuming news because there was a need to know it, and doing it subconsciously.

The factors that emerged statistically suggest some support for **H1**. The factor analysis also suggested some answers to **RQ2,** which behaviors influence student habit formation. Many of the habit types related to the strength of a college student's habit for reading her college newspaper had passive components. One factor was entirely passive, and suggested how once active choices in media can turn habitual, such as being used to reading the news, having a need to know and reading subconsciously. More importantly, the strongest overall media habit included both passive and active behaviors. In addition, one of the strongest patterns that emerged suggested that habits are created through activity outside of media use and choice, such as getting involved on campus and working to know what is going on in the community.

To answer both hypotheses, the study built models to test the impact of different media on habit formation for college students. These models used linear regression models to predict each habit factors. Variables included in the models were determined by examining bivariate correlation between the habit factors listed above and questions about attitudes toward and use of different media not included in the habit factors. Demographic variables were tested using both correlation and linear regression and were not statistically significant. The lack of diversity in education, race, age, and other demographic factors could be a reason. Demographics were not included in the final models. Because of the large sample size, the researchers also conducted these analyses with three smaller subgroups which randomly selected 25% of the cases. In each of these analyses, mean scores,

beta weights and standard deviations were similar enough to justify examining the entire sample at once.

The overall news consumption habits model (*Table* 2), which included both passive and active media choices, suggested passivity and convenience were important, but they were not the only factors predicting news consumption. Four factors predicted more than 30 % of the variance ($F=16.566$, $p<.001$) in the final model: use of Facebook ($\beta=.179$, $p<.01$), Twitter ($\beta=.137$, $p<.05$), print ($\beta=.234$, $p<.001$) and wanting to stay updated on campus news ($\beta=.214$, $p<.05$). This offered partial support for H1, student media habits will be defined by passive sources, because while two passive sources – Twitter and Facebook – were significant predictors, one source defined as active – reading campus news in print – was the strongest predictor. In addition, a desire to be informed of campus news was a stronger predictor than any passive news source.

The model predicting the digital news habit suggested that college students with digital news consumption habits (*Table 3*) are more likely to interact with news online than any other way. In the linear regression, Twitter, Instagram, a mobile app, and the newspaper's website predicted 20.7% of the variance ($F=8.48$, $df=4$, $p<.001$). Accessing the news using the website was the most significant predicator of the digital habit ($\beta=.310$, $p<.01$).

In addition, in the model for the civic engagement habit (see *Table 4*), social media use helped predict 30.3 % of the variance ($F=15.872$, $df=7$, $p<.001$). But significance was also found for getting involved while in college ($\beta=.171$, $p<.05$), staying updated on campus news ($\beta=.268$, $p<.005$), and reading news daily ($\beta=-.138$, $p<.05$). Significance was also found for civic engagement factors for news consumption through Twitter ($\beta.161$, $p<.01$), Facebook ($\beta=.127$, $p<.05$), print ($\beta=.154$, $p<.01$).

In response to **H2**, the regression analyses showed that a desire to be both engaged and informed were the primary reasons to consume news using social media. The more likely students believe that consuming news is important and part of their

daily routine, the more likely they are to consume news using social media. Desire for information is a significant factor in determining if a student is likely to read the publication in print as well. However, the digital news consumption habit was the only habit in which there was a significant relationship with college students' use of mobile applications. Mobile application users remained a minority with 36.6% of respondents stating they used a mobile app to receive news. However, this figure is above the 30 % rate national studies reported (Verizon, 2014; Ipsos Media CT, 2014).

In the model to predict passive news consumption, the linear regression analysis (see *Table 5*) included print, website, Facebook, and Twitter use of campus newspaper content. These factors predicted 31.4% of the variance. The most significant predicators of the passive news consumption habit were checking the news should be part of everyone's routine (β=.191, p<.05), media use though print (β.206, p<.001), Facebook (β=.194, p<.005), and Twitter (β=.130, p<.05). Use of a mobile or Internet application was not significant (β=.106, p=.057).

H2, college students will consumer media in a passive manner, was supported in part based on the regression results. The idea of consuming news as part of a routine is inherently a passive activity. Print readership was a significant factor, but it is traditionally not considered passive news consumption. Results suggest some students have developed digital news consumption habits. However, the majority of students who consume news still seem to use both digital and traditional media. There is a significant, but low negative correlation between use of print and the college newspaper's website (-.142, p<.005), print and Facebook use of (-.115, p<.05), and print and Twitter use of (-.184, p<.001). In response to **RQ1**, this suggests students are still consuming a diversity of media sources and not just digital ones.

But the analysis of those with strong media habits conducted above leaves out those who said they did not read the campus newspaper either in print online. It is important to consider them to compare those with media habits against those without. The researchers asked all respondents to gauge their attitudes toward the

importance of news, the need to be involved and their preference for digital media. The study analyzed these responses in a confirmatory factor analysis, and three key dimensions resulted.

a. The attitude that everyone should be informed (α=.811) included three questions: everyone should 1) be informed about the local community and not just campus, 2) reading news daily is vital, and 3) checking the news regularly should be part of everyone's routine.
b. The second factor related to respondent's belief that people should be involved at their college (α=.794). This factor also included the responses to three survey questions: 1) it's important to be involved while in college, 2) the need to have fun while a college student, and 3) every student should know what is happening on campus.
c. The final factor measured the student's attitude toward digital news (α=.627). The questions included in this factor were 1) it's more convenient to use the web for news, 2) online news sites are just as credible as printed ones, and 3) my smartphone is the online source I need for news.

The researchers used an independent samples t-test (see *Table 6*) to determine whether the difference in attitude between students who stated they regularly read the college newspaper and those who did not was statistically significant. There was a significant difference ($p<.01$) regarding each of the three factors between those who regularly read the campus newspaper and those who did not. Campus newspaper readers ($M=3.55$, $SD=.995$) were more likely than nonreaders ($M=3.07$, $SD=.96$) to believe that everyone should be informed. Regular readers were also more likely ($M=4.18$, $SD=.79$) than nonreaders ($M=3.94$, $SD=.87$) to be civically engaged. Nonreaders were more likely to have a digital news preference ($M=3.06$, $SD=.89$) than regular readers of the campus newspaper ($M=2.79$, $SD=1.06$). While these results match both **H1** and **H2**, they illustrate the complex and nuanced nature of passive news consumption.

Discussion

Through an examination of news media habits of college students in the new media environment, this study attempts to answer LaRose's (2010) call to examine a model of media consumption that combines active decision making with passive habitual media use. It is difficult to generalize this study's results because they are limited to college students and campus newspapers, who form only a small portion of the millennial generation. Nonetheless, the results support habit theory by suggesting that young consumers make active decisions to become passive consumers of new media content. The motivating factors – students who believed they should be informed about both the campus and larger community, and that it is a necessity to read the news daily – demonstrate active decision making to stay informed. However, the digital news habit of receiving news via Facebook and Twitter is passive because "following" friends or "liking" newspaper forces news updates to consumers' Facebook and Twitter profiles, thereby giving them news without having to actively look for it.

The continued role of print cannot be ignored. The campus environment is conducive to passive use of print materials because racks with free copies and time between classes make grabbing a newspaper nearly as convenient as pulling out a phone to read the news. The comparison between readers and nonreaders suggests students who wanted to be more involved look to print, while those who are less active or interested receive news passively through online sources such as social media. Motivations are clearly important to how students' media habits develop.

Application in the college news environment

In examining college students' media habits, this study offers several suggestions to college media reporters, editors, and publishers. First, while print media remains important, daily print is not necessary. The study offers some support for measures to reduce print schedules to one or two days a week. Less than 10 % of survey

respondents said they read the news daily while the largest percentage said they read the print edition two or three times a week (see *Table 1*). In fact, news organizations would reach more than 50 % of potential student readers with a print edition just one day a week. The student newspaper who collaborated with the researchers on this study switched from five-days-a-week print to one day based in part on this study's findings.

The study also suggests college newspapers need a more targeted approach to their audiences. College newsrooms, not unlike their professional counterparts, tend to fall into the misunderstanding that everyone is their audience. They would be more successful at reaching and building an audience by focusing on those who have the strongest media habits, both traditional and new media. These students are typically the most actively involved on campus. A strategy to reach them could include more coverage of student activities and more calls to action to get involved. It should also include ways to foster habit creation among student readers. Making it easy to find the newspaper on campus is not enough. It should also be second nature for students to follow, like, repost, and share online student content.

A good place to start in identifying the most habitual users would be with those who share, retweet, and like newspaper content online. It also makes sense for college newsrooms to do more on social media than promote stories. They need to engage their audience in conversation to get to know them and to better understand what information is truly important to them. In the end, engagement could lead to the creation of a campus community centered on the newsroom that would also facilitate habit formation.

College newsrooms also cannot overlook the importance of focusing coverage outside the immediate university environment periodically. Keeping updated for survey respondents did not just mean knowing about campus but also paying attention to the community around the university, including such issues as crime, courts and city council.

When approaching students online, college newsrooms need to develop a stronger and more inclusive Facebook strategy, according to survey data. College students may say they see Facebook as a place for their parents, but this study strongly suggests that it remains a viable and important way to reach them. Facebook was the second strongest predictor of overall media use and the passive news habit, even though it was consulted less frequently than print, the newspaper website and Twitter.

Conclusion

College students today are taking a different path to receiving news than prior generations (The Insight Media Project, 2015). However, this does not mean they do not seek out and consume news. This study suggests that college students make an active decision to consume news mostly because they want to be informed about the world around them. This group seems to access this information using a variety of media. Convenience in various forms relates to what method they might use. This study helps forward the idea there is at least part of the news audience that makes an active decision to consume news which then evolves into passive means.

Table 1

	Daily	2-3 Times a Week	Once a Week	2-3 Times a Month	Once a Month	Less than Monthly	N	Mean (out of 6)
Print	30	106	82	66	44	100	428	3.33
Website	24	82	67	62	32	92	359	3.24
Facebook	39	47	36	30	19	140	311	2.83
Twitter	75	61	44	19	12	116	327	3.44
Instagram	13	9	5	1	9	220	257	1.49
Mobile App	6	7	3	3	4	228	251	1.31
Pinterest	1	1	2	2	3	234	243	1.09
Youtube	3	1	3	7	3	231	248	1.18

Full responses to how frequently respondents interact with the student newspaper in different media.

Table 2

	B	SE	β
Interact with the news in print**	.120	.028	.234
Interact with the news on Facebook**	.084	.026	.179
Interact with the news on Twitter*	.058	.025	.137
Involvement	.109	.063	.120
Staying updated*	.190	.076	.241
Local community	.029	.068	.034
Daily News Reading	.064	.045	.095

Linear regression analysis predicting students' overall media consumption habit R = .576, Adjusted R Square = .312, F = 16.56, df= 7, * p < .05, ** p <.01

Table 3

	B	SE	β	
Interact with the news on Website**	.316	.092	.310	
Interact with the news on Mobile App	.177	.109	.175	
Interact with the news on Twitter	.040	.053	.068	
Interact with the news on Instagram	.112	.090	.132	

Linear regression analysis predicting students' digital media consumption habit R = .484, Adjusted R Square = .207, F = 8.483, df= 4, * p < .01

Table 4

	B	SE	β
Twitter**	.084	.032	.161
Facebook*	.073	.033	.127
Print**	.098	.035	.154
Involvement*	.192	.078	.171
Campus news	.295	.095	.268
Updated**	.146	.084	.136
Daily News Reading*	-.114	.056	-.138

Linear regression analysis between factors predicting students' civic consumption habit R = .568, Adjusted R Square = .310, F = 15.87, df=7, * p < .05, ** p <.01

Table 5

	B	SE	β
Print**	.147	.040	.206
Website	.026	.044	.035
Facebook**	.128	.039	.194
Twitter*	.077	.036	.130
Mobile or Internet app	.274	.143	.106
Staying updated	.184	.084	.191
Daily News Reading*	.113	.083	.122

Linear regression analysis of factors predicting students' passive consumption habit R = .581, Adjusted R Square = .314, F = 14.36, df=8, * p < 05, ** p <.01

Table 6

	Read the campus paper in print or online?	N	Mean	SD	t
Need to be informed	No	405	3.0695	.95859	-7.079**
	Yes	416	3.5525	.99516	
Need to be involved	No	405	3.9403	.87287	-4.066**
	Yes	416	4.1763	.78875	
Convenient news preference	No	405	3.0576	.88595	3.959**
	Yes	415	2.7884	1.05625	

Independent samples t tests comparing campus newspaper readers and non readers based on their attitudes toward news, involvement, and online news ** p<.01

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College Media Review / September 27, 2016 / College Media, Research / active and passive consumption, Habit, news consumption, social media, students

College Media Review
Journal of the College Media Association

Florida college embraces online and social media

Dormant "news*paper*" brought back to life online

Photo by Fred Arnold — My time with the Sandbox was rewarding. Every time I covered a story, I was covering someone's life, their best or worst moments. I got to experience many different people, cultures and ideas. On top of all that, I documented these moments in photography, videography, and graphic design. I witnessed these things and had a chance to leave a small mark on history. Adding social media to the mix allowed my colleagues and I to share the news in a modern way to a broader audience.

By **Kathy Bryson**
St. Petersburg College

Journalism in the last 10 years has been a roller coaster of change, and many of us have probably wondered whether or not we're teaching a dinosaur. Some programs have gone so far as to merge with other disciplines, becoming double degrees with additional courses in computers, communications, public relations, or social media. With the overlap in subjects that comes with convergent media programs have to make decisions about what they will be be able to cover and, equally, what they will not.

St. Petersburg College's student newspaper, *The Sandbox*, began actively exploring change since its reincarnation in 2011. Ours is not a formal certificate or degree program, but rather an associate's degree in mass communication with classes that transfer into the University of South Florida's bachelor's degree. However, the school wanted and needed an active paper to cultivate student interest and encourage practice.

The earlier, paper version had lapsed 10 years earlier when a logo/name changes gave the college an excuse to stop production and to save money. When *The Sandbox* students revitalized the publication, they did so online only. No monies for printing were available. This move was also widely applauded by the maintenance staff who had to clean up earlier versions.

Besides the need to save money, the paper's biggest challenge is lack of exposure. Letting students know the paper existed was challenging since there was nothing to hand out. Our back-to-school table is a laptop display and business cards, not brochures. There's still a substantial gap between knowing information is online and being in the habit of hunting it.

Photo by Jenna Jean — Over the years they have made it so easy for journalists to capture events digitally. I always have a blast making videos, taking pictures, and of course reporting the game to blast online for fans of all ages to see.

Students had an easier time than teachers grasping the idea as they're used to reading online or on phones. However, the ease of getting articles up and the ability to include photos and video quickly won over other clubs, student government, and professors who wanted to announce their activities. Our online paper became much broader than a one-class production. A team of three professors administers it.

Our next big innovation came about almost by accident.

On Sept 8, 2012, U.S. President Barack Obama visited the Seminole campus of St. Petersburg College. Naturally, the student newspaper staff members wanted to be part of that coverage, but the student media became secondary to the college's live streaming efforts. Our student social media editor suggested we tweet observations in addition to writing articles. At the time, Twitter seemed more a way to participate than a way to cover the story, but Twitter quickly became one of our best reporting tools.

Twitter is easy to use and most students are familiar with it or other social media. All you need is a cell phone and you can include photos and videos. Since Twitter is portable and public, it quickly became our live-reporting method for sports and other events live. It's not fancy, but managing a Twitter account is a faster, easier everyday substitute for the college's audio and video studios.

Still, some instructors believe that tweeting was not "real writing."

Actually, students needed to understand syntax to fit a thought into 140 characters and needed clarity when trying to keep track of who's scored what. Students were surprised to find they'd written a two-page article by the time they covered a two-hour ballgame. They would take their list of tweets and turn them into a summary recap of the game, adding stats, background on players, photos and video.

Photo by Robert Gale — At first I didn't know what Sandbox was. I thought it was just some early childhood development club for students studying in that field. When I got into English Composition I with Professor Cindy Kuropas, she advocated and advertised the school paper and I got immediately interested in joining. I have been photographing sports for three years for local high schools within the Tampa Bay Area and I wanted to do something fun for the college. When I turned in my images for the paper, I never thought my images would be so appreciated. For such a silly name for a school newspaper, it has big potential and great field experience for many students who are looking for a career in journalism.

After three years, the program became our go-to approach to covering events, particularly as professional news organizations such as CNN and the BBC adopted it for election coverage in 2015. Being able to combine opportunity for coverage with experience in social media was a good part of how *The Sandbox* won 11 awards from the 2016 Florida Society of New Editors Student Competition, including all three places in sports photography.

Writing for an online environment has noticeable differences from traditional print however. Long text articles are more difficult to read on-screen. Bullets and photos play a bigger role. Research, additional material, or related content is just a click

away. For students who tend to write briefly anyway, understanding the need to develop a story can be a challenge when they're surround with short examples. The need to push them to meatier reading, *The New York Times* vs. Buzzfeed, becomes even more urgent. The basics concerns in teaching reading and writing remain the same even as the format differs.

Having established our willingness to test new technology, *The Sandbox* has been able to partner with the Innovation Lab in our library just to try new and find out an application. Our 3D video attempt was inspired by *The New York Times'* coverage of the aftermath of the Paris shootings.

After viewing multiple samples, we decided the technology was best suited to pronounced depth-of-field such as that offered by the boardwalk through the Natural Habitat Park on campus. But as the environmental sciences staff pointed out, "Why would we promote virtual reality of the park when we want people to visit the real thing?" So the story took on a promotional spin.

Getting a Ricoh Theta 360 was easy enough, but coordinating multiple departments was a challenge as was processing the video. That involved stitching together two video feeds, adding voice-over with cuts and transitions in a traditional editor, and then re-injecting the 360 metadata with a special Google tool. Partnering with experience technology users was essential, but adds another production layer to "virtual" journalism.

Journalism is still vital in print and will probably continue to be, but having other media available means not only having other options, but also needing to consider the best methods available. The question is no longer print or broadcast, but print and video and what else? With so much change and innovation in the market, testing has become a key part of the curriculum. We may not be able to tell students what the future holds, but we can show them how to test and find out what will work to deliver the story.

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Bradley Wilson / October 11, 2016 / College Media

College Media Review
Journal of the College Media Association

Book Review: The News Media–What Everyone Needs to Know

Pondering the past, present and future of journalism

Reviewed by Carolyn Schurr Levin, Stony Brook University School of Journalism

A book about the past, present and future of journalism and the news media sounds like a monumental and daunting undertaking. Yet, this is exactly what C. W. Anderson, Leonard Downie Jr. and Michael Schudson have written. In *The News Media: What Everyone Needs To Know*, released in September 2016, Downie, the former editor of The Washington Post and now a professor at Arizona State University's Walter Cronkite School of Journalism, Schudson, a professor of journalism at Columbia University, and Anderson, an associate professor at the College of Staten Island, start with the first newspaper in 1605 and end with robots writing news stories in 2016. The authors concede in their first sentence that "[i]t might seem presumptuous to write a book promising readers 'what everyone needs to know about the news media' in the year 2016." And, yet, in under 200 pages,

written in a lively question and short answer format, with engaging examples, this book is highly deserving of its lofty title.

The genesis of the book was a comprehensive report commissioned by the Columbia University School of Journalism about the present and future of the journalism profession. That report, "The Reconstruction of American Journalism," written by Downie and Schudson in 2009, stirred significant discussion and debate in the field. The report led to a request to the authors by the Oxford University Press to add a book about journalism to its popular "What Everyone Needs To Know" series. Oxford touts the series as offering "a balanced and authoritative primer on complex current issues and countries," written by "leading authorities in their given fields." The series did not previously include a title on journalism and news media. But, now, fortunately, it does.

The News Media–What Everyone Needs to Know By C.W. Anderson, Leonard Downie Jr., Michael Schudson

The authors divided the work on the book into three parts, Downie said during a recent interview, with Schudson covering the past, Downie covering the present, and Anderson focusing on the future. The collaboration seems to have worked seamlessly. Each section stands on its own and offers singular strengths. Anderson, Downie and Schudson concede up front that they are on stronger ground with the past and present than with the future. "We know a great deal about journalism's past," and "there is a great deal of accumulated wisdom about journalism today," but they admit to be on "far shakier ground when it comes to the future of news." And yet that acknowledgement does not in the least weaken the impact of the latter section.

The question and answer format of each section is written with students and general readers in mind. It is "an easier read than a textbook," Downie said, adding that he

and his co-authors anticipate that most of their readers will not be experts. They expect general students to find "a great deal of value in the discussion of journalism's past." Working reporters and journalism students "may come to this book most interested in" the present. And, the authors ask, "Who doesn't love a bit of future-of-news prognostication?"

The questions posed in each section range from what may be viewed by sophisticated readers as simplistic, "What is a Pulitzer Prize?" to the provocative, "Why did radio not kill off newspapers?" to the unanswerable, "How will the relationship between journalism and democracy change in the future?" The easy-to-use format allows readers uninterested in one of the questions to skip over it without losing context. Readers can "pick and choose what they want to focus on," Downie explained.

One of the most interesting questions for college media advisers in the "past" section may be "When was the first interview? And how did interviewing become a standard practice in newsgathering?". Advisers may be interested to learn that interviews did not become part of journalism until the nineteenth century and then American reporters were the first in the world to make interviewing a chief method for gathering news. "For a long time," the authors write, "interviewing was regarded as undignified." Of course, interviewing became standard practice for practically all journalists and journalism students in time. Journalism schools now offer courses specifically on "Interviewing Techniques," "Interviewing Skills" or "The Art of the Interview."

Equally interesting is the discussion of how American newspapers came to pride themselves on "objectivity." There is no single force at work here is the answer the authors proffer. Multiple factors mattered. "College education was rare among reporters in the 1920s, 1930s and 1940s. Newspapers were their own training schools and 'objectivity' – sometimes called 'balance' or 'fairness' – was a useful pedagogy." But, journalists did not clearly articulate objectivity as an ethical value until after World War I.

There's much more about the past, including sections on why radio and television did not destroy newspapers. And, the "past" ends with the not so distant past, the creation of Fox News in 1996, and a discussion about whether it ushered in the return of the partisan press.

The "present" begins zealously with "What is news – and what is journalism – today?" Of course, readers will be familiar with the positive ways in which digital technology has altered the news: "It has enabled faster, broader, deeper, and more participatory news reporting that can be distributed digitally to potentially much larger audiences."

Conversely, digital media "have fragmented audiences and undermined the advertising-based economic models of once dominant newspapers and television and radio networks and stations," the authors says. In an even-handed way, the book presents both the benefits and costs (lowered journalistic ambitions, imperiled accuracy, among them) of digital technology.

The authors optimistically reassure us that news still plays a significant role in our lives, and they also examine the changing faces of journalism, including for-profit websites such as BuzzFeed, Gawker and TMZ finding their way into present day analysis and billionaires with agendas buying newspapers. News on television, which remains the most popular source of news for Americans, has evolved with digital technology, they say, while noting there is very little news on American radio stations today. Will nonprofit journalism, university-produced journalism or collaboration among news outlets save the day? All of these changing faces of journalism today are explored thoughtfully.

The "future" may be the least satisfying, but also the most fun part of the book. As a college newspaper adviser and journalism educator, I was most anxious to read about "when will newspapers disappear completely?" Part explanatory – what are the new business models, what is entrepreneurial journalism, what is data journalism – and part speculation ("it seems unlikely that the newspaper itself will

entirely vanish"), the "future" section concedes in forthright fashion that it's "hard to be totally certain about anything related to the future of news."

"What we've not done," Downie said, is make "rash predictions." Because many of the soothsayers about the future of news have been very wrong, Downie said, the authors preferred to "analyze what the possibilities are." And, given the far reaching and profound changes taking place in the news media today, that is the most honest thing they could have done. Readers will appreciate it.

Carolyn Schurr Levin is an attorney specializing in Media Law and the First Amendment. She has practiced law for over 20 years, including as the Vice President and General Counsel of Ziff Davis Media and the Vice President and General Counsel of Newsday. She is currently a lecturer and the media law adviser for the Stony Brook University School of Journalism and the director of the journalism program and the faculty adviser for the student newspaper at LIU Post, Long Island University. She earned a J.D. from the University of Chicago Law School, a B.A. from Johns Hopkins University, and a Certificate in Journalism from New York University.

Carolyn Levin

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College Media Review
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Photojournalists: Get out of your comfort zone

Carolyn Van Houten. Photo by Ray Whitehouse.

Advice from “College Photographer of the Year”

By Bradley Wilson
CMR Managing Editor

Carolyn Van Houten is the 70th College Photographer of the Year. Now a staff photographer at the San Antonio Express-News, Van Houten is a graduate of the University of North Carolina at Chapel Hill.

After you were named the top college photographer this year, you said, “I’m kind of shocked.” Elaborate.

Photojournalism competitions are quite arbitrary, so when you are named the “College Photographer of the Year,” it’s a bit shocking, because you know that there were a lot of really incredible photographers all around the world that year who also could have won given different judges and different circumstances.

For someone else who aspires to be a top-notch college photographer, what would you suggest?

I would suggest doing a lot of internships, especially ones that put you in communities out of your comfort zone for long periods of time. I would also suggest seeking mentors who will help foster your way of working, not just your work—mentors who take the time to get to know you and recognize your quirks so that they can help you work them into strengths.

Caiden Contreras, who has autism, stands for a portrait in the room he shares with three of his brothers at his home in San Antonio, Texas, U.S. on May 27, 2015. His parents are both unemployed and living off of his and some of his siblings' disability checks, as well as several other forms of financial assistance from the government. His mother Sandra Contreras homeschools Caiden and four of his seven siblings at their home.

You seem to have experience both working for news media and getting a formal media education at one of the nation's top programs. Was more valuable than the other? How did they work together to help you develop as a photojournalist?

Both were valuable, but I would not say one was more valuable than the other.

The internships and freelance work for various newspapers and magazines helped me develop not only a portfolio and real-world experience, but also the confidence to pitch and work on stories that I care about. My education at the University of North Carolina at Chapel Hill taught me how to follow through on telling those stories across a variety of platforms and how to work with teams of visual journalists to create larger projects—something that I think is going to be an increasingly important part of visual storytelling moving forward. Without the emphasis on journalism and video storytelling that I got at UNC, the learning curve in the real world would have been pretty steep, but without the real world experience I would be

nowhere, so I think that for me, they are reliant on each other. However, that certainly is not true for all photojournalists.

Caterina Ozuna and Miriam Alejandra Montecillos warm up before practicing their routine for Pre-Estatal at El Rancho Unico in Atascosa, Texas, U.S. on March 26, 2015. "You feel the nerves the moment you go in," Ozuna said.

Can you remember one moment when you said, "I want to be a photojournalist." or was it a development over time?

When I started at UNC, I was an astrophysics major who did photography as way to relax when I was stressed. About a year and a half into college, I distinctly remember being on the phone with my dad one day before taking a physics exam and telling him that, although I enjoyed the physics of optics and light, I wasn't sure that the resultant lifestyle was going to be for me. I missed interacting with people. I missed being outside. Being a woman in the department wasn't always easy. I didn't want to spend my life in a lab. So my dad told me, after my exam, to go over to the journalism department and check out the photojournalism program. After my exam, I went to the journalism building and I never looked back.

At nearly midnight on June 2, 2015, Alondra Aragon, center, led a chant in City Hall in San Franciso, Calif. immediately after the Mission Moratorium was voted on. The final vote was 7-4 in favor of the moratorium, but the measure needed nine votes to be passed as an "interim emergency ordinance." Aragon and dozens of other Mission Moratorium supporters had filled the room for over eight hours that day. Of the supporters, San Francisco Board of Supervisors Member John Avalos said, "The rich fabric of the Mission is what is here today." Katy Tang, the supervisor from District 4, said, "This was incredibly moving for me, although at times emotional, very inspirational."

You're working for the *San Antonio Express-News* now? What lessons have you learned there so far?

In my year-and-a half at the *Express-News*, there have been too many lessons to count. One lesson I think that I am learning is the beauty of community. Since becoming a photographer, I have never been in a place this long. There is something incredible about becoming a part of a community and getting to know it so intimately. To really tell a story about a place, a topic, or a person, I feel like you need to take the time to get to know it. I think that's the most important lesson I have been learning here.

Serenity Bamberger floats in the Little Blanco River along their property on August 18, 2015 in Blanco, Texas. Three months prior, over Memorial Day, the same river flooded their home and business destroying the majority of the family's belongings and source of income. The Memorial Day weekend flooding, which affected Texas and Oklahoma, killed 24 people according to The Associated Press. Three of those deaths occurred along the Blanco River of which the Little Blanco River is a direct tributary. Despite the toll the river has taken, Bertha Rivera, Serenity's grandmother, said, "The river bed was dry for years, so now that the water is here I tell the girls to take advantage of it all that they can."

If you had one piece of advice for other college photojournalists, what would it be?

Not everyone's journey is the same, so it is crucial to be patient, humble, and work hard through your own journey. No one is better than anyone else for his or her journey or awards—awards are not a good measurement of someone's worth as a person or as a photographer. We need as many eyes, minds, and hearts out there thoughtfully telling stories.

Tino Gaona prays in his bedroom on the morning of his youngest daughter's 24th birthday, which he is missing because he must work in the oil fields, in Cotulla, Texas, U.S. on August 6, 2015. "I miss a lot of birthdays and holidays, but that is how it goes," he said. He prays every morning before going to work in the oil field. Of God, he said, "He's the reason I am still here, so I pray for everybody on my crew."

So people say that journalism is a "dying profession." Others say that there is no more important time to be a journalist and that our nation, in particular, needs journalist now more than ever. Do you see your self as a journalist? How do you feel about the future of the profession?

I see myself as a journalist before a photographer. It is absolutely crucial, especially in project work, to do the necessary research to know what you are going to say about a topic and how you are going to say it.

Often, I have heard people say—even caught myself saying—"oh, I am just the photographer" when on assignment. However, photographs are easily just as powerful as words and are often seen before a story is ever read, if a story is ever read. So, we have a responsibility to the issues we are covering and to the people who are allowing us into their lives to know as much as we can about the issues and what we want to say about them, just like any journalist.

Some of my projects have required me to start doing the writing and reporting as well as the photographs and video. Although this can be a bit much to juggle on any one assignment, this can be a great practice for bigger projects and actually garners greater respect when you are trying to gain access and build community around a particular issue.

As far as the future of the profession, I am pretty new to the scene so I don't really feel qualified to say. However, I think people today are more visually educated than ever before. This means that although there are a larger number of images than ever before, there is also a greater demand for better images than ever before. I don't think any of us get into this profession because we think it's an easy one, but the work, when done properly and presented to the right audiences, can be powerful, rewarding, and important.


Bradley Wilson / November 7, 2016 / College Media

College Media Review
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Impartiality Above All

Opinion: Election represents challenge for advisers, journalism educators

By Carolyn Schurr Levin

If you were reading only The New York Times during the 2016 presidential election, you can be forgiven if you held a well-founded belief that Hillary Clinton would win the election by a landslide. On Tuesday, Nov. 8 at 10:20 p.m., Election Day, The New York Times predicted a Clinton victory by 85%, "based on the latest state and national polls."

The same holds true if you were reading many college newspapers around the country this fall. Millenials (adults ages 18-35) did in fact vote strongly for Clinton,

and their preferences were reflected in stories they reported for their school media. My own students submitted story after story reflecting an inherent Clinton bias.

They were all wrong.

About a month before the election, I began to look at foxnews.com (a website, I admit, I had never previously turned to) after I read my morning New York Times. I knew from speaking with friends and family members and seeing numerous "Trump-Pence" signs on lawns in my town that there was another viewpoint out there, an opinion that was not being given voice by The New York Times. Many were female friends, neighbors and relatives, including doctors, Ph.D.s and others educated at top universities who live in "liberal" towns in "liberal" states – the ones who were "supposed to" support Clinton. All of them were not planning to vote for her. The New York Times, and many other media outlets, simply failed to account for them.

The same goes for my campus. I overheard female students conversing in the hallway outside my office on numerous occasions this semester. "Why do they think I should vote for her 'just because she is a woman'," they said to one another. I knew that our campus was divided, like our nation. Maybe not as divided, but divided nonetheless. The conversations I overheard are reflected in the numbers. The Atlantic reported that 55 percent of young voters chose Clinton. But, more than a third of millennials did not. But, if you read our student newspaper, or maybe yours, you would not have known that. The voices of that 37 percent may not have been heard in student media. Or, if they were heard, they may have been downplayed or stereotyped.

There is surely a lot of soul-searching going on at The New York Times and elsewhere. New York Times Publisher Arthur Sulzberger sent a note to his staff on Friday, Nov. 11, three days after the election, stating that his newsroom would cover President-elect Donald Trump "fairly" and "without bias." Had subscribers cancelled their subscriptions? Maybe. Had readers complained? Most definitely. New York Times Public Editor Liz Spayd wrote that she was inundated with notes from readers who said The Times' reporting was too left-leaning and failed to understand the entire electorate. "Readers are sending letters of complaint at a rapid rate," she

wrote on Nov. 9. As "The Times begins a period of self-reflection," she added, "I hope its editors will think hard about the half of America the paper too seldom covers."

College media advisers around the country must do the same. As we train the next generation of journalists, we must ensure that they are covering all students on their campus, not just those who are like-minded. We must repeatedly remind them of the SPJ Code of Ethics, "Ethical journalism strives to ensure the free exchange of information that is accurate, fair and thorough."

We certainly must cover the disappointment, protests and real grief of the numerous Clinton supporters on college campuses everywhere. But, we must also cover the hope of those students – part of the 37 percent of millennials – who voted for Trump. And, they are there. We must figure out a way to tell all of their stories, impartially and proudly.

Our student journalists are the future of American media. If readers, listeners and viewers are turned off by what they perceived to be biased coverage by professional media outlets during the election, we must teach our students that they can correct that by moving forward and engaging in unbiased coverage, on their campuses first and then at the media organizations where they go to work. Impartiality above all must be their mantra.

Carolyn Levin

Carolyn Schurr Levin is an attorney specializing in Media Law and the First Amendment. She has practiced law for over 20 years, including as the Vice President and General Counsel of Ziff Davis Media and the Vice President and General Counsel of Newsday. She is currently a lecturer and the media law adviser for the Stony Brook University School of Journalism and the director of the journalism program and the faculty adviser for the student newspaper at LIU Post, Long Island University. She earned a J.D. from the University of Chicago Law School, a B.A. from Johns Hopkins University, and a Certificate in Journalism from New York University.

College Media Review
Journal of the College Media Association

Report spotlights threats to freedom of student press

Colleges urged to end retaliation against journalists and advisers

By Chris Evans
Chair, CMA First Amendment Advocacy Committee

Most advisers eventually get The Question.

It might come in a call or an email. Or a passing comment from a colleague in the hallway. Not infrequently, it first appears in the anxious look of an editor-in-chief who's found herself on the receiving end of a tirade by a college administrator.

This particular question often serves as an opening salvo in a confrontation over something as frivolous as a bawdy sex column or as journalistically significant as an investigation into a provost's drunken junket to Jamaica.

Whatever the content of the piece, top administrators want to know:

Why did you run that story?

Sometimes this question morphs into a command: Censor those students.

Or else.


Threats to the Independence of Student Media

Click above to download report

It's not hard to find accounts of advisers who have lost their positions, often over issues of student-generated content. A shortlist of the infamous institutions from just the past two years includes well-publicized cases at Mount St. Mary's University in Maryland, Saint Peter's University in New Jersey, Fairmont State University in West Virginia, Delta State University in Mississippi, Butler University in Indiana, Muscatine Community College in Iowa and Northern Michigan University.

These schools represent some of the best-known cases, but others exist. As chairman of CMA's First Amendment Advocacy Committee, I regularly hear from advisers who want advice about how to handle hostile administrators; many of their cases never become public. In Spring 2016, I conducted an informal survey of CMA members: 20 media advisers revealed in the survey that they had been the target of administrative pressure to censor student content. Most said that they hadn't gone public because they feared retribution. Some feared for their jobs.

These cases and others are addressed in the report that follows: a collaboration among CMA, the American Association of University Professors, the Student Press Law Center and the National Coalition Against Censorship. The report updates AAUP's 1967 "Joint Statement on Rights and Freedoms of Students," which championed independence for the student press during another turbulent time in our nation's history.

This year's report, released Dec. 1 by our four organizations and titled "Threats to the Independence of Student Media," calls on the nation's colleges to address the

problems of censorship, retaliation and excessive secrecy that imperil the independent news coverage essential for civically healthy campuses.

The report, in part:

- Cites multiple cases in which college and university administrations exerted pressure in attempts to control, edit or censor student journalistic content. This pressure has been reported in every segment of higher education and every institutional type: public and private, four-year and two-year, religious and secular.
- Finds that administrative efforts to subordinate campus journalism to public relations concerns are inconsistent with the mission of higher education to foster intellectual exploration and debate.
- Notes that while journalism that discusses students' dissatisfaction with the perceived shortcomings of their institutions can be uncomfortable, it fulfills an important civic function.
- Recommends curtailing the authority of campus public-relations offices to obstruct journalists' access to decision-makers.

This year, with what seemed to be a wave of adviser firings and lesser punishments aimed at intimidating advisers for merely doing their jobs, members of all four organizations felt it essential to raise the alarm. CMA's president, Kelley Lash, took the document to the CMA board this summer for approval. It passed unanimously.

"It's so important for our organizations to speak with one voice on this issue, which impacts literally millions of educators and students," Lash said. "College Media Association emphatically supports First Amendment freedoms for all student media at all institutions, both public and private, and agrees that these media must be free from all forms of external interference designed to influence content.

"Student media participants and their advisers should not be threatened or punished due to the content of student media. Their rights of free speech and free press must always be guaranteed."

AAUP traditionally advocates for professors, but organization officials noted that staff members actually might have greater need of protection because, unlike professors, advisers who work as part of a student affairs department typically have no access to tenure.

“Even when they do not have formal faculty status, advisers to student media engage in instruction and therefore are entitled to the full protections of academic freedom as well as the freedom of the press,” said Henry Reichman, chairman of AAUP’s committee on academic freedom and tenure.

Joan Bertin, executive director of the anti-censorship coalition, emphasized the importance of students being able to learn without interference from college officials.

“It is critical for young people to understand First Amendment principles and their relationship to democracy,” Bertin said. “Ironically, some colleges and universities espouse support for press freedoms and free speech but deny students these rights in practice.

“This report exposes restrictions on press and speech freedoms on campus and exhorts college and university administrators to educate students in the operation of our constitutional system by allowing students to engage in its most critical functions: seeking information, becoming engaged and informed, and speaking out on matters of importance.”

In a period when fake news sometimes gets more traction than watchdog journalism, ensuring the independence of college media outlets is more important than ever, said Frank LoMonte, the SPLC executive director and a key author of the report.

Both students and advisers must be protected, he said.

“Being a journalism adviser is the only job that gets more dangerous the better you do it,” LoMonte said. “It is hypocritical for colleges to claim they support civic

engagement while de-funding student news organizations, removing well-qualified faculty advisers and otherwise intimidating journalists into compliance.

"Colleges are more obsessed with promoting a favorable image than ever before, but a college that retaliates against students and faculty for unflattering journalism doesn't just look bad: It is bad. We need a top-level commitment from the presidents of America's colleges and universities to support editorially independent student-run news coverage, including secure funding and retaliation protection for students and their advisers."

This report, a collaboration among all our organizations, is meant to shine a light on these urgent threats to student media.

I would hazard to say that most college administrators support student press freedoms. The lucky among us never hear The Question. But for those who do, we hope to speak with a united voice to provide a ready answer.

Why did you run that story?

I did not run that story. My students did. They ran that story because they felt that they had an important message to deliver and—to be clear—because they have the constitutional right to do so.

Chris Evans serves as chairman of CMA's First Amendment Advocacy Committee, which seeks to help advisers under administrative pressure to control student content or otherwise violate students' rights to free speech and free press. He teaches communication law and newswriting at the University of Vermont, where he advises The Vermont Cynic, WRUV-FM and UVMtv. He is a former newspaper reporter, fiction writer and returned Peace Corps volunteer.

Chris Evans

College Media Review
Journal of the College Media Association

Bringing American-style journalism to Chinese high school students

Reflections on an inaugural high school journalism conference

By Kelly Furnas
Elon University

Amid a backdrop of international language barriers, governmental censorship and an educational system that devalues creative thinking, Chinese high school students still learned about journalism through an inaugural national high school conference.

"Generally there is a surging trend for more popularity of right-brain subjects." — Zhu Lin, Youth Impact China"

The conference, held earlier this year, was organized by JEA China, an affiliate member of the Journalism Education Association headquartered in the United States. The conference included U.S. and Chinese presenters.

JEA China — an affiliate member of the Journalism Education Association headquartered in the United States — is hoping to capitalize on those obstacles by providing programming tailored for high school students hoping to study in the West.

Zhu Lun, one of the architects for JEA China's conference, as well as the organization itself, is chief executive officer of a nonprofit organization called Youth Impact China, which he started in 2015 to provide extracurricular programming for high school students in subjects such as business, finance, biology, art, design and journalism.

"Although business and technology are the most popular subjects, we found that journalism and media still has its market among students in China," Lun said. "Generally there is a surging trend for more popularity of right-brain subjects."

China's history helps explain the traditional emphasis schools have placed on certain subjects. The formation of the People's Republic of China meant a need to rapidly catch up on industrialization, creating the initial focus on STEM curriculum. And the country's economic and market reforms of the 1990s led to increased focus on business and finance.

But curricular expansion has since stalled, and therein, one could argue, is actually the largest threat to scholastic journalism education in China. It's true, the government restricts access to information by blocking citizens' access to sites such as Twitter, Facebook and Google. And journalists inside China face censorship, expulsion and even jail time for reporting on material the ruling Communist party finds objectionable. (Reporters Without Borders ranks China 176th on its press freedom list. That's out of 180 countries.)

But it's the National Higher Education Entrance Examination, or Gaokao, that is truly preventing high schools from teaching journalism or any other courses Americans might describe as electives. The exam is the overriding factor in determining admission to Chinese universities, and so high school students' coursework is relegated to topics that appear on the exam: mathematics, Chinese literature and foreign language, as well as social and natural sciences.

"Gaokao subjects like Chinese and English tell students that there is only one correct answer to everything," said Xumin Hu, who served as chief operating officer of Youth Impact China for a year before moving to an online education company in China. "Showing understanding of different perspectives is hugely discouraged."

And without a curricular push or collegiate benefit, journalism is not a priority for students, their parents or their schools.

"Gaokao doesn't have a component to test your journalism skills," Hu said, "so students, parents and teachers do not have a direct incentive to offer journalism training to kids."

Studying abroad

But although both Hu and Lun think the traditional Gaokao preparatory model is providing insufficient education for Chinese students, it has also opened up a niche opportunity for Youth Impact China.

UNESCO estimates that 712,157 Chinese college students studied abroad in 2014, with 260,914 — or more than 35 percent of them — choosing to study in the United States. (Australia, Japan and the United Kingdom each drew about 90,000 Chinese students in 2014.) That might seem like a drop in the bucket considering that UNESCO also estimated a total college enrollment in China to be 41,924,198 for that same year.

But it's still a sizeable market for which Youth Impact China can provide educational programming. After all, despite the proliferation of standardized testing in the

United States, most domestic universities still say they value a high school student's grade point average, extracurricular involvement, writing ability or references.

Catering to this audience, Lun estimates, are about 1,000 international college preparatory academies, and that is where Youth Impact China is targeting its efforts.

"The international schools and departments only have faculty resources to teach languages and the TOEFL and traditional subjects like chemistry, biology, physics, etc.," Lun said. "But they lack resources and teachers ready to teach practical or professional subjects like business, journalism, engineering, environmental science."

In its first national journalism conference, JEA China attracted 63 students, as well as two teachers, to Suzhou, a city in the Jiangsu province on the northern border of Shanghai. The conference itself took place on the campus of Duke Kunshan University, and while the university didn't have a formal role in the event's programming, the Western-style campus provided another cultural glimpse for students considering studying in America.

Heyou Pan, a student at the Nanjing Foreign Language School, attended the conference to broaden her cultural understanding. She is hoping to study theater and scriptwriting in college.

"If I want to explore drama, I must learn more about social backgrounds and cultivate my instincts," she said. "If I get the opportunity to meet with more people, writing a script won't be such a huge task."

The conference was only an hour-and-a-half bus ride from Shanghai's airport, allowing students from around the country to easily fly in. Thirteen of China's 23 provinces were represented, a number that Lun hopes can increase with better marketing.

"For the debut event, our regional coverage wasn't bad," Lun said. "But we did promote the program to provinces across China. We definitely need to work harder and be more efficient on this."

Yet holding the conference near (but not in) cosmopolitan Shanghai, and on a Western-style campus, also provided instructors and students a wide sense of freedom to discuss journalistic issues that might raise an eyebrow of governmental authorities. For example, several students, while still exhibiting deep pride for their country, openly lamented the restrictions put on journalists by governmental censors.

And at one point in a mock press conference, a student was quickly chided by a Chinese judge after the student expressed frustration at what he called a "disinformation campaign" by Western media and governments to smear Chinese culture and policies.

"I feel like you're just repeating party propaganda," the judge said, referring to the ruling Communist Party of China.

"No, I'm not. I disagree with party leaders on many issues," the student said.

Later, the student — who also attended an international preparatory school — told me he wasn't surprised by the confrontation.

"My teacher at school doesn't like the topic, either," he said. "She disagrees with the point I'm making."

Julian Parrott, associate dean of the College of Media at the University of Illinois, served as a speaker and judge during the conference and said, to JEA China's credit, the conference didn't shirk from issues of censorship and encouraged students to write freely. Yet, he said, most students were either unable or unwilling to challenge the limitations on free speech.

"It was noticeable in one of the major assignments, which revolved around investigative reporting on an issue of social justice, where no student criticized central government officials, policies or philosophies," Parrott said.

That trepidation, he said, will probably lead many students such as Pan to pursue a career in communications, but perhaps not bona fide journalism.

“A number of the students noted that the lack of press freedom was effectively stymieing career opportunities in China and they were, therefore, looking at using their journalistic abilities in fields like public relations or strategic communication,” Parrott said. “Those students that wanted to work as journalists wanted to focus on sports or entertainment news.”

Immersive education

The conference’s proximity to Shanghai, the world’s most populous city, provided a unique learning opportunity for the students, who spent the third day of the event on a field trip to the bustling financial district to do research for their news story competition.

“I had to overcome my fear, but I had three successful interviews with total strangers,” Pan said. “I feel proud.”

As a whole, the conference was modeled loosely on JEA’s own national convention, held biannually in the states. Students had educational instructional sessions, keynotes and even documentary screenings.

One of the films came from multimedia journalist Xiaoran Liu, who screened her documentary “Crossroads of Journalism Dreams,” a moving story about four Chinese journalism students at Columbia University and the cultural, legal and ethical struggles they face in school and trying to find employment post-graduation.

“I hope the high school students know about what they will experience if they choose to study journalism abroad — both the advantages and the disadvantages,” Liu said.

In her documentary, Liu’s subjects debate the value of returning to China and practicing journalism with little press freedom, versus the arduous task of trying to obtain a work visa to stay in the United States.

And while her documentary also explores the deep emotional isolation some students feel in the United States, her work at the JEA China conference gave her

optimism about the next generation of students who might study abroad.

“What surprised me was that they are closer to the world and are more open-minded toward diversity than I expected,” Liu said.

Despite the conference’s practical and cultural educational components, the bulk of the event was devoted to competition. Students developed investigative news stories, multimedia packages and public relations strategies while on-site, with winning entries honored on the last day of the conference.

“In the competitive Chinese school environment and the Chinese culture, people like to win awards,” Hu said. “So we had to accommodate that by hosting different competitions for students to try and get the recognition they strive for. This was also the first time for us to host the journalism conference, and since journalism is a relatively vague concept to students, we had to prepare different varieties of competitions to give them a wide range of journalism and media to learn and compete with.”

Hu noted, however, that with students coming to the conference with very little — if any — journalism training, bringing them up to speed quickly on basic journalism skills was a necessary program component.

Chinese filmmaker Hexin Zhang provided a multimedia workshop, and Beijing-based freelance photographer Yan Cong taught a session on photojournalism. I taught the basic newswriting session.

Education always goes both ways

Between classes, journalism camps, workshops and conventions, I probably have taught my hourlong “basic newswriting” session at least 150 times in America. I regularly update examples, but the foundational elements are essentially the same — news values, the inverted pyramid, brevity, active voice, nut grafs, quotes, etc.

But months before the conference, I found myself questioning the applicability of every bullet point in my slideshow. After all, how would an anecdote about my

students investigating local building inspections play in a country that has no concept of open records laws?

The results of my instruction were admittedly hit-and-miss. I gave the students a scenario about a gymnasium collapsing at a local high school, and the ledes they turned in were right on target with what I've seen in university reporting classes. I had them write headlines and Tweets (yes, all the students knew what Twitter was, despite its being blocked in China) about a winter storm, and the resulting work and discussion showed lots of strong word choices and tight writing.

But I tested my luck when I asked students to cover a simulated breaking news event by watching video interviews. A couple of students were still able to pull out the most important news from the simulation, but for most the information was coming way too fast to process.

As I was walking out of the classroom, I stopped to talk to Hu, who had attended my workshop.

"Well, that didn't go over very well," I said.

Hu disagreed.

"They need to see what the expectations are at American universities if they want to study there," he said.

Most Chinese students begin learning English in the third grade, but the students at JEA China had a wide range of proficiency. Where they struggled was not in understanding or being understood, but in the specificity of language and word choice that American journalism requires.

In one team's public relations plan to strengthen cultural ties between China and Japan, the students wrote,

"In order to broaden the span of exchanging knowledge, we will run an Internet platform where teenagers from Japan and China can communicate directly. By

sharing the beauty of culture and each one's own opinion about history, students gain an objective cognition of regional difference and broad mind. In order to let most of our target students hear about our plan, we may propagandize our plan in social media."

Such writing, reinforced by sometimes-clumsy translation services, will pass muster on students' TOEFL exams, but it will fall short for students taking freshman-level reporting classes in journalism schools.

Parrott, as a U.S. university administrator, came away impressed with the students' oral English but concerned about their written and practical language skills.

"The level of English isn't at a level that would prepare a student to take a full load of humanities or social sciences classes that would require a high degree of skill to read and comprehend, to write and explain, to create or to convey complex ideas," he said. "They could craft flowery sentences but lacked the ability to be creative outside of a rather poetic yet formulaic adjective."

Recognizing this, JEA China was deliberate in its programming to force students to interact with Western educators. The conference devoted two-and-a-half hours each during its second and third nights to allow small teams of students to receive critiques from instructors.

For Pan, the opportunity for high school students such as her to interact directly with faculty from U.S. colleges ended up being her favorite part of the conference.

"I had an amazing feeling while talking to professors face to face," she said. "They were patient and, even when I couldn't express myself clearly, they were still energetic and passionate. For introvert students who are afraid of speaking the thoughts out loud in class like me, these meetings meant much more."

Moving forward

The largest component of skill mastery is repetition, and Youth Impact China knows this. Chinese students are already receiving the repetition of mathematical and

scientific skills as they prepare for the Gaokao, but it's up to organizations such as JEA China to immerse the students in journalism and English-language experiences.

Lun is planning to bring seven students to the National High School Journalism Convention this November in Indianapolis, where the students will be exposed to more than 300 breakout sessions on journalistic skills, as well as choosing from 50 on-site contests to see how they stack up against the best American high school journalism students.

"U.S. students have ready adviser training and have experiences and preparation in advance," Lun said. "So Chinese students foresee little winning chance in the competitive events."

Lun said while the educational piece of the U.S. convention will still be beneficial to the students, the competition is a necessary component to ensuring their ability to travel.

"In China, students want a program to demonstrate their learning ability, academic competencies and major interests to good colleges," he said. "Basically, I hope they can come up with their own journalism work through the competition and leverage the convention as a good opportunity to learn, to solicit feedback and to polish their work."

Planning is underway for JEA China's 2017 conference, and Lun is considering moving the summer workshop to Washington, D.C., to increase what he called the "exotic learning experiences" for students, but more importantly to tap into the professional and scholastic journalism resources without the expense of flying them to China. (Northern Virginia in particular boasts among the best high school journalism programs and teachers in the country.)

"Chinese teachers are also willing to support overseas programs more since those teachers will get more stipends for their promotional and advising work on overseas programs than on domestic programs," Lun said. "That's how capitalism works."

Kelly Furnas is a lecturer in multimedia journalism at Elon (N.C.) University and faculty mentor to Elon News Network.

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Journal of the College Media Association

Making the most of milestones for college media

THE 60TH ANNIVERSARY PIONEER

September 1956 - September 2016

September 21 , 2016

The Pioneer turns 60; alumni reflect on changes

By Carolyn Schurr Levin and Maxime Devillaz
Long Island University

Sixty years doesn't make The Pioneer the oldest college newspaper. Not even close.

The Dartmouth was founded in 1799, and The Miami Student in 1826. In 1871, The Bowdoin Orient debuted, and two years later, in 1873, The Harvard Crimson began publishing.

But the challenges, obstacles, and successes faced by The Pioneer, the student newspaper of the LIU Post campus of Long Island University, over 60 years are emblematic of enduring college newspapers, no matter their age.

THE PIONEER DEBUTED SEPT. 21, 1956; EXPERIENCED UPS, DOWNS OF TODAY'S COLLEGE PAPERS

The first edition of The Pioneer came out Sept. 21, 1956, as a four-page publication produced by four student editors. By the second issue, however, the editorial board had more than doubled and close to two dozen staff members worked on the weekly publication.


63
POST PIONEER
Davidson Resigns As Pres.
Stebbins Pres., Felds V.P.
Cagers Drop Twin Bill
In N.C.A.A. Regionals
BULLETIN
Election Results

Howard Schwach, The Pioneer's managing editor in 1962, with one of the editions he helped produce.

"At that time, everything was new," said Howard Schwach, The Pioneer's managing editor in 1962, referring to the fact the university, like the student newspaper, was in its formative years. "There was plenty of opportunity, but no tradition."

Edmund Miller, The Pioneer's features editor in 1965, who is now a professor of English at LIU Post, recalled the difficulty of retaining editors in the paper's early days. Some staff could not successfully manage Pioneer job responsibilities and classes, Miller said, adding, "Our first editor didn't make grades, so he needed to be replaced."

The Pioneer's focus in the 1960s, according to Miller: How to fit as many words as possible on a page.

"We often wrote too much, and had to cut down on words to make it fit," Miller recalled. "I don't think that these old newspapers are artistically admirable. But there's certainly texture in them; we've got a lot to **say."**

PIONEER SOURCE OF HYPER-LOCAL NEWS IN 1960, EVOLVED TO INCLUDE MORE OPINION

Miller believes The Pioneer today has become more aesthetically pleasing, with color, photos and graphics, but also more subjective.

Student writers seem to want to be "experts" on topics as varied as sports, social tips, and politics, and to have a say on everything, Miller said—a contrast to a time when Pioneer staff members focused on reporting campus news.

Giving space to too much off-campus news has caused The Pioneer's readership to fluctuate in recent years, according to Miller.

The Pioneer's spring 2016 editions, for example, featured student opinion pieces on fashion, abortion, mental health and popular apps—all topics that students can find all they want about elsewhere in print and online. Because student writers want to write about these topics, the editors continually grapple with whether the Pioneer is the right forum for such coverage.

It was easier, Miller said, during his time on The Pioneer for the campus newspaper to be the source of hyper-local campus information that students wanted.

"The Pioneer was [in the '60s] regarded by undergraduate students generally as the voice of the campus. Many people, maybe I'm wrong, but certainly a large proportion of people picked it up."

Fast-forward 25 years and former Pioneer Editor-in-Chief Raymond Jasen ('88), recalled a more cutting-edge approach to coverage that some might call sensationalistic that he adopted for The Pioneer—but which he thought necessary to boost readership. One of the front pages under Jasen's editorship featured a completely black background and an image of a condom to accompany a story about new contraceptive machines on campus.

Schwach, now 77, who has been a professional journalist since 1970, seconds the idea that the sensationalism that is taking over today's media landscape finds its way into student media.

"If it bleeds, it leads is still true today," he said. "So you have to, not make up stories, but go with the more dramatic and sexy stuff."

TECHNOLOGY CHANGES THE PIONEER

Technology has changed The Pioneer drastically since its founding 60 years ago. Debbie De Louise ('89) worked on the Pioneer in the mid-1980s, as both the features editor and the newspaper's first staff secretary, hired by then-editor-in-chief Adam Pardanek ('83).

She was hired to type articles for other editors before the process was computerized. She recalls that she typed both her own stories and the stories of other writers. De Louise, who works now as a librarian at the Hicksville Public Library on Long Island and is also the author of two novels, said that The Pioneer started her on her path as a writer. "I got my experience from the Pioneer," she said, her words echoed by many former Pioneer writers and editors.

Stories, of course, are no longer typed as De Louise did. Layout is no doubt faster and easier today with high speed Mac layout computers and InDesign and other software programs. Files are more easily shared, sent to the Pioneer's outside printing company, and posted online. The Pioneer's website, www.liupostpioneer.com, which relaunched in 2010, is an attractive alternative to the print paper, especially for alumni, parents and others who have no access to the print edition on campus.

But while some advisers push for social media usage and an online-first presence, the mindset of college readers, especially in smaller schools, remains rather print-centric, according to a 2012 Washington Times study that found college newspapers are more extensively read in print than online. The Pioneer's own unscientific research in 2016 concurred with that result.

Although some former Pioneer editors argue for an online transition, there are significant unknowns about such a change. And, still, the question of whether enough students pick up the print paper at all has been ongoing for years. What do students want to read, what are they interested in on their campuses, and how far can student newspapers appeal to their audiences without diminishing their mission statements?

WHAT'S NEXT FOR THE PIONEER?

Student activity fees cover the printing bills of The Pioneer, which operates as a student club, and advertising sales supplement the budget.

Allocation of student fees is an ongoing concern, as enrollments tighten, student activity fees shrink, and increasing numbers of student clubs vie for a portion of

those fees.

The concern of The Pioneer's current staff is that going solely online, where students have so many other, competing pulls for their attention, will make The Pioneer essentially invisible.The print edition, the staff said, has the strongest readership.

Former general manager of "The Daily Tar Heel," Kevin Schwartz, sums up the sentiments of the 2016 Pioneer staff: "To give up on print is to kiss your newspaper an eventual goodbye, unless a school is willing to provide 100-percent adequate funding to a digital-only model, and even then much would be lost."

RELATIONSHIP BETWEEN THE PIONEER AND ADMINISTRATION IS COMPLEX

It's not only funding concerns that The Pioneer grapples with today.

The relationship between The Pioneer and the university administration has, throughout The Pioneer's history, been a complex one.

In recent years, increasing numbers of administrators and staff members, even tenured faculty, have declined to provide information or interviews, or respond to even the most basic questions. Employees in the admissions office, facilities department, public safety department, and campus performing arts center, among others, have said, off-the-record, that they could not speak with The Pioneer.

Inquiries are increasingly forwarded to the university's public relations department, where answers are drafted and sent back to the person the reporter initially approached. Their names are then being stated in the story, even though it may not be their words.

"The biggest problems we faced," said Dorianna Valerio, the Pioneer's editor-in-chief from 2013-2014 who is now the chief news desk associate at CBS Radio News,

“were getting sources to go on record. We were college students pursuing big news stories, but we were also journalists.”

As student journalists working in a newsroom that upholds true journalistic values, “not being able to get quotes or affirm the validity of a claim was often frustrating,” Valerio said.

According to Frank LoMonte, executive director of the Student Press Law Center, this practice, which has become more common at universities, undermines reporters’ abilities to submit stories by deadline as well as the paper’s mission of reporting with fairness and accuracy.

This was different in years past.

Schwach referred to the mid-‘60s as “very loosy-goosy,” when things were open and transparent.

“You could walk into the President’s office (and) his door was open,” Schwach said. “And if you wanted to get a quote from him, you didn’t have to go through anybody, just say to his secretary, ‘Linda, I’d like to talk to the admiral.’”

Even more recent LIU administrators have had an open door policy for Pioneer reporters. Danny Schrafel, The Pioneer’s editor-in-chief from 2005-2008, recalls having “a very nice, wide-ranging and comfortable chat” with David Steinberg, the university’s former president, “at least an hour, just he and I.”

Twice a year, Schrafel and another editorial board member would also meet with the university’s Provost and other high level administrators in “kind of an official catching up meeting,” Schrafel recalled. “We’d discuss the current state of the paper, they’d pitch stories, we’d have a window” to ask them questions.”

PIONEER ALUMNI CITE LONG-LASTING FRIENDSHIPS, EXCELLENT WORK EXPERIENCES

Despite the challenges, The Pioneer has, for the last 60 years, provided student writers, photographers, copy editors, artists and others a comforting home on campus, creating bonds of friendship as well as contacts among the larger campus community.

“One of the best things about working on the paper were the bonds that began as working relationships and then developed into friendships outside of the newsroom,” Valerio said.

Schrafel, like other former Pioneer editors and staff members, concurred.

“The Pioneer pointed me in the direction of actually figuring out what I wanted to do. I started as a history education major, set to be a high school history teacher,” the current journalist said.

The “tipping point” for Schrafel was when The Pioneer broke the “Duckgate” story about a rubber ducky being taken hostage by resident assistants in the dormitories– a story that was picked up by professional news organizations.

“That was the moment that I was convinced that I was good enough to do this for a living,” Schrafel said. “The Pioneer gave me actual evidence that I could do it.”

For Olivia Wicik (’13), The Pioneer’s editor-in-chief from 2012-2013, working on the newspaper shaped the beginning of her career “in more ways than one.”

Being the editor-in-chief “was essentially running a small business,” she said. “It really taught me how to work effectively and efficiently. Looking back, I always feel an equal sense of accomplishment and wonder because I ran weekly staff meetings and managed day-to-day operations without really having any experience, except intuition and our newspaper adviser’s guidance.”

Perhaps not surprisingly, given the amount of time they devoted to The Pioneer during their college days, The Pioneer’s alumni are fiercely loyal. Many routinely check the newspaper website and social media pages to keep up with The Pioneer’s

progress. Some shrug their shoulders or shake their heads at the paper's current challenges, noting The Pioneer always faced one obstacle or another but found ways to rise above them for more than 60 years.

When asked what he sees the mission of The Pioneer will be in the future, Schwach takes a deep breath. Whether published in print or online, whether funded by student activity fees or some other source, journalism is extrinsic.

"Whether people like it or don't like it, you've got to do the news," he said. "Otherwise you're not a newspaper anymore."

Editor's Note: CMR *seeks articles about student-run media observing significant anniversaries. For more information, please call Debra Chandler Landis, editor, 217-206-7717, or e-mail dland2@uis.edu.*

About the Authors: Carolyn Schurr Levin has been The Pioneer's faculty adviser since 2010. Maxime Devillaz was editor-in-chief of The Pioneer from 2014-2016. The Pioneer is the student newspaper of the LIU Post campus of Long Island University. It celebrated its 60th anniversary on campus on Sept. 21, 2016.

Carolyn Levin

College Media Review
Journal of the College Media Association

Research (Vol. 54) — Don’t Press the Panic Button Yet

An Analysis of Federal Student Press Law Cases at the University Level

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Although some student press advocates are concerned about recent decisions curtailing the speech and press rights of college students, First Amendment protections for postsecondary school students are on much firmer footing than are protections for K-12 students.

THE 1960 AND 1970S: STUDENTS AND EDITORIAL CONTROL

The birth of college press freedom began even before *Tinker*, when an Alabama federal district court in 1967 ruled in favor of a student editor in *Dickey v. Alabama State Board of Education*. In *Dickey*, a disagreement over content in the student newspaper resulted in student editor Gary Dickey's suspension from Troy State University.[1] Dickey wrote an editorial commenting on the governor and state legislature's insistence that no articles be published that were critical of them. The president of the university, Dr. Frank Rose, disagreed with this policy, and Dickey wanted to write an article supporting the president. As the court noted:

> It is without controversy in this case that the basis for the denial of Dickey's right to publish his editorial supporting Dr. Rose was a rule that had been invoked at Troy State College to the effect that there could be no editorials written in the school paper which were critical of the Governor of the State of Alabama or the Alabama Legislature. The rule did not prohibit editorials or articles of a laudatory nature concerning the Governor or the Legislature.[2]

Dickey was told by his adviser that he could not publish the column. Instead, Dickey decided to run a blank space in place of the article with the word "censored." For this action, Dickey was suspended, and he subsequently took his case to federal court, claiming a violation of his First Amendment rights. In ordering that Dickey be allowed to return to the school, the district court judge said:

> State school officials cannot infringe on their students' right of free and unrestricted expression as guaranteed by the Constitution of the United States where the exercise of such right does not materially and substantially interfere with requirements of appropriate discipline in the operation of the school.[3]

For decades after this court decision, university press freedom continued to grow. In fact, Marc Abrams in the book *Law of the Student Press* calls the period after Dickey a "30-plus year winning streak for America's college student media when contesting administrative censorship."[4]

Indeed, three years later, a federal district court in Massachusetts ruled that Fitchburg State College could not require student newspaper content to be approved by an advisory committee before publication in the student newspaper. In *Antonelli v. Hammond,* the court stated:

> Because of the potentially great social value of a free student voice in an age of student awareness and unrest, it would be inconsistent with basic assumptions of First Amendment freedoms to permit a campus newspaper to be simply a vehicle for ideas the state or the college administration deems appropriate. Power to prescribe classroom curricula in state universities may not be transferred to areas not designed to be part of the curriculum.[5]

In a continuation of legal protections for university press freedom, the U.S. Court of Appeals for the Fifth Circuit ruled in the 1973 case *Bazaar v. Fortune* that officials at the University of Mississippi could not censor publication of "earthy language" in the school's literary magazine. Circuit Judge Lewis R. Morgan said:

> The University here is clearly an arm of the state and this single fact will always distinguish it from the purely private publisher as far as censorship rights are concerned. It seems a well-established rule that once a University recognizes a student activity which has elements of free expression, it can act to censor that expression only if it acts consistent with First Amendment constitutional guarantees.[6]

The same year (1973), the U.S. Court of Appeals for the Fourth Circuit heard arguments in *Joyner v. Whiting*. In this case, the *Echo* student newspaper at North Carolina Central University published an editorial urging students to fight efforts to integrate their historically African-American college. The president tried to withhold funding from the newspaper, citing "standard journalistic criteria" and a lack of content showing "the full spectrum of views" on campus. President Whiting wrote the following letter to student editor Johnnie Edward Joyner:

> In my view the September 16 issue of the Campus Echo does not meet standard journalistic criteria nor does it represent fairly the full spectrum of views on this campus. Because of this, I am writing to advise that funds for the publication of additional issues will be withheld until agreement can be reached regarding the standards to which further publications will adhere. If consensus cannot be established then this University will not sponsor a campus newspaper. That portion of remaining funds collected or allocated to the Campus Echo budget will accrue to the credit of all contributing students for this school year.[7]

The president's attorneys explained to him that because North Carolina Central University is a state institution, he could not refuse to financially support the newspaper. Undeterred, the president halted the paper's financial support and refunded to each student a share of the activity fee allocated to the *Echo*. As a result, several issues of the *Echo* were published without the university's financial support, but the paper ultimately could not survive without its subsidy from student fees.

Circuit Judge John D. Butzner rejected the university's argument:

> Fortunately, we travel through well charted waters to determine whether the permanent denial of financial support to the newspaper because of its editorial policy abridged the freedom of the press. The First Amendment is fully applicable to the states ... and precedent establishes "that state colleges and universities are not enclaves immune from [its] sweep." A college, acting "as the instrumentality of the State, may not restrict speech . . . simply because it finds the views expressed by any group to be abhorrent." ... It may well be that a college need not establish a campus newspaper, or, if a paper has been

established, the college may permanently discontinue publication for reasons wholly unrelated to the First Amendment. But if a college has a student newspaper, its publication cannot be suppressed because college officials dislike its editorial comment."[8]

THE 1980S AND 1990S: STUDENTS AND OFFENSIVE MATERIAL

As with the previous decade, the decade of the 1980s was also a positive time for press freedom advocates at the university level. In 1983, the case *Stanley v. Magrath* was decided by the U.S. Court of Appeals for the Eighth Circuit. The dispute began when the University of Minnesota's board of regents were angered over a finals week humor issue of the student newspaper:

> In June 1979 the "Finals Week" edition or "Humor Issue" of the *Minnesota Daily*, styled in the format of sensationalist newspapers, contained articles, advertisements, and cartoons satirizing Christ, the Roman Catholic Church, evangelical religion, public figures, numerous social, political, and ethnic groups, social customs, popular trends, and liberal ideas. In addressing these subjects, the paper frequently used scatological language and explicit and implicit references to sexual acts. There was, for example, a blasphemous "interview" with Jesus on the Cross that would offend anyone of good taste, whether with or without religion. No contention is made, however, that the newspaper met the legal definition of obscenity.[9]

In a maneuver reminiscent of the *Joyner* case from the previous decade, the university attempted to change the funding for the student newspaper by allowing students to request a refund of the portion of their student activity fee that went to the paper. Circuit Judge Richard S. Arnold would not allow the university to take such action:

> [The university's] stated reason was solicitude for students who objected to buying a newspaper they did not want. Our study of the record, however, leaves us with the definite and firm conviction that this change in funding would not have occurred absent the public hue and cry that the *Daily's* offensive contents

> provoked. Reducing the revenues available to the newspaper is therefore forbidden by the First Amendment, as made applicable to the states by the Fourteenth, and the *Daily* is entitled to an injunction restoring the former system of funding.[10]

The Circuit Court's decision overturned an earlier ruling by a federal district court, which illustrates the fact that even federal courts can be uncomfortable with the First Amendment's protection of offensive material.

In the 1996 California case *Cohen v. San Bernardino Valley College*, a tenured professor of English brought suit under the First Amendment after he was disciplined for violating his college's sexual harassment policy by using profanity and discussing sex, pornography, obscenity, cannibalism and other controversial topics in a confrontational, devil's advocate style in class.[11] One student believed the sexual comments, some of which involved consensual sex with children, "were directed intentionally at her and other female students in a humiliating and harassing manner."[12]

The school ordered the professor to:

1. Provide a syllabus concerning his teaching style, purpose, content and method to his students at the beginning of class and to the department chair by certain deadlines;
2. Attend a sexual harassment seminar within 90 days;
3. Undergo a formal evaluation procedure in accordance with the collective bargaining agreement; and
4. Become sensitive to the particular needs and backgrounds of his students, and to modify his teaching strategy when it becomes apparent that his techniques create a climate which impedes the students' ability to learn.

> Cohen was, additionally, advised that further violation of the policy would result in further discipline "up to and including suspension or termination" and the Board ordered that its decision be placed in Cohen's personnel file.[13]

The Ninth Circuit held that the policy was unconstitutionally vague as applied to the teacher's in-class speech, noting that the speech did not fall within the policy's core definition of sexual harassment and that the teacher had used this teaching style for years.

2000S: COURTS BEGIN LIMITING UNIVERSITY STUDENT SPEECH

In the first decade of the new millennium, a line of cases showed that courts were tending to rule against students pursuing First Amendment claims against their universities. But before this development began, university press freedom was energetically endorsed in a federal case in 2001. In *Kincaid v. Gibson,* the U.S. Court of Appeals for the Sixth Circuit ruled that administrators at Kentucky State University violated students' rights by refusing to distribute the school yearbook.[14] University officials objected to the content of the yearbook and the color of its cover, among other things. However, their main objection was that the yearbook looked amateurish and would be an embarrassment to the university. The court held that: (1) the yearbook was a limited public forum for First Amendment purposes; (2) By confiscating all copies of the yearbook, university officials did not impose reasonable time, place, and manner restriction upon the speech in the limited public forum; (3) the *Hazelwood* case did not apply at the university level; and (4) school officials' conduct violated the First Amendment even if yearbook was *not* considered a public forum. In the ruling, Judge R. Guy Cole wrote, "There is little if any difference between hiding from public view the words and pictures students use to portray their college experience, and forcing students to publish a state-sponsored script. In either case, the government alters student expression by obliterating it."[15] Cole's ruling continued the legacy of the Supreme Court's *Barnette* case, when Justice Robert H. Jackson warned against any attempt by a state official to "prescribe what shall be orthodox."

However, student press advocates were disappointed when, in 2002, the Ninth Circuit—the same court that protected the professor in *Cohen*—applied the *Hazelwood* test to a university dispute in California. (*Hazelwood v. Kuhlmeier* is the landmark 1988 Supreme Court case establishing the right of high school administrators to censor student newspapers for pedagogical reasons.) *Brown v. Li*

arose because university policy required a graduate student to submit his thesis to a committee for final approval before filing the thesis with the university library.[16] In accordance with this policy, the student submitted his thesis to the committee, which approved the thesis. Graduate thesis papers often contain an "acknowledgements" section wherein students thank certain people for their help or moral support. However, the student then inserted a "disacknowledgements" section into his thesis—criticizing people for perceived wrongs—and attempted to file the thesis in the university library. When members of the committee realized this, they prohibited the student from filing the thesis but still allowed him to receive his degree. Applying the *Hazelwood* test, the Ninth Circuit upheld the committee's actions, holding that the assignment was part of the student's curriculum and the committee's decision was reasonably related to a legitimate pedagogical objective: teaching the student the proper format for a scientific paper. The court said:

> The parties have not identified, nor have we found, any Supreme Court case discussing the appropriate standard for reviewing a university's regulation of students' *curricular* speech. It is thus an open question whether *Hazelwood* articulates the standard for reviewing a university's assessment of a student's academic work. We conclude that it does.[17]

Because of the explicitly stated requirements for the format of a thesis, the court concluded that the university committee had every right to order the removal of the "disacknowledgements" section in accordance with the proper format for academic papers. However, some student press advocates believe applying the K-12 case *Hazelwood* to a university was a serious error, portending a coming era when judges would apply principles from cases involving middle school and high school students to the university context. On the other hand, the facts of the case—considering that the format of a thesis would be seen as within the purview of the university's authority to establish curriculum requirements—suggest that the case will have limited precedential value when it comes to disputes involving more common forms of student expression.

THE *HOSTY* BOMBSHELL

In 2005, in *Hosty v. Carter*, the U.S. Court of Appeals for the Seventh Circuit applied *Hazelwood* in a case involving a newspaper at a public university in Illinois. When the Governors State University student newspaper, *The Innovator*, began printing articles that were critical of university employees, the dean told the printer that the university would not pay for any issues that had not been reviewed and approved in advance.[18] The students who worked at the newspaper filed suit against the dean (Patricia Carter), the university, and others for depriving them of First Amendment rights in violation of a federal law known as "Section 1983" that authorizes a civil suit seeking damages against public officials.

The narrow (5-4) *Hosty* decision (which affects states in the Seventh Circuit, with jurisdiction over Illinois, Indiana and Wisconsin) has been the subject of debate and handwringing by advocates for a free student press. Free-press advocates were disappointed by the court's decision that the *Hazelwood* standard (established by the Supreme Court in a high school case) can apply in the university setting. Some student press advocates believe that opening the door to *Hazelwood* at the college level makes *Hosty* a dangerous decision for student press freedom. The court could just as easily have gone the other way (as the dissenters did, which will be discussed below) in recognizing the distinction between the appropriate level of control over students who are children and students who are adults.

The Supreme Court has not addressed the question of whether the more administration-friendly standard in *Hazelwood* applies equally in the context of public university education (as opposed to elementary or high school education). In a footnote to *Hazelwood*, the Supreme Court said: "[a] number of lower federal courts have similarly recognized that educators' decisions with regard to the content of school-sponsored newspapers, dramatic productions, and other expressive activities are entitled to substantial deference. We need not now decide whether the same degree of deference is appropriate with respect to school-sponsored expressive activities at the college and university level."[19]

Writing for the majority in *Hosty*, Judge Frank Easterbrook referred to this footnote:

> ...Plaintiffs argue, and the district court held, that *Hazelwood* is inapplicable to university newspapers and that post-secondary educators therefore cannot ever insist that student newspapers be submitted for review and approval. Yet this footnote does not even hint at the possibility of an on/off switch: high school papers reviewable, college papers not reviewable. It addresses degrees of deference. Whether *some* review is possible depends on the answer to the public-forum question, which does not (automatically) vary with the speakers' age.[20]

It is odd that the majority of the *en banc* court (the full court of appeals) agreed with Easterbrook, considering the back-and-forth nature of his decision (at times leaning toward the students, but at other times leaning toward the university)—as well as his inability to settle on the status of the newspaper. Was it a public forum? If so, what kind? In contrast, the dissenters had a clearer argument, which will be discussed below.

Easterbrook noted that the newspaper in *Hosty* was subsidized by the university, and "[f]reedom of speech does not imply that someone else must pay."[21] He reasoned that the student newspaper might be a "designated public forum" or "limited-purpose public forum," both of which have *some* censorship protections, requiring the university to show that the regulation or administrative action is content-neutral; that it serves a substantial government interest; that there is not a total ban on communication; and that it is no more restrictive than is necessary to serve the government interest.[22]

Easterbrook never took a clear position on what kind of forum existed. Frank LoMonte of the Student Press Law Center criticized Judge Easterbrook's failure to ultimately determine whether the newspaper was a limited public forum. In LoMonte's opinion, Easterbrook was too preoccupied with the question of whether school officials had immunity from the lawsuit. In an article for *The First Amendment Law Review*, LoMonte wrote:

> The court embarked on a rambling and not entirely coherent expedition through forum doctrine, suggesting without firmly concluding that the *Innovator* likely would have qualified for heightened First Amendment status as a designated

public forum—a question mooted when the case was pretermitted on immunity grounds.[23]

In the student newspaper context, the forum analysis can be confusing because many student newspapers are subsidized in some manner by the university with which they are connected. Such subsidy can take different forms. For example, a university may provide any combination of funds, physical space, materials, logistical support services, salaries for faculty advisers or even course credit or extra credit for journalism student participation in the newspaper. If there is any form of sponsorship or subsidy by the university, the student newspaper could be a limited public forum, which can open the door to disputes about the purposes for which the forum was created and whether the university has sufficiently justified the restriction on speech.

HOSTY'S NUMEROUS PROBLEMS

Hosty was an appeal decided solely on the issue of qualified official immunity of Dean Carter and others—not on the merits of a constitutional challenge. Nevertheless, that did not stop Judge Easterbrook from discussing several other questions—only to leave them unresolved. These questions involved (1) the forum status of the newspaper; (2) the relationship between the forum status and the possible violation of the students' First Amendment rights; (3) the relationship (if any) between the forum status and immunity and (4) the decision of what to do if the students' First Amendment rights were violated—e.g., did university officials infringe "clearly established rights," thus losing the immunity that is normally granted to public officials in the exercise of their duties?

The *Hosty* case is both important and frustrating. Several key issues are left dangling that could have been resolved with a more comprehensive and thoughtful opinion. Easterbrook did not explain how the determination of the newspaper's forum status relates to whether Dean Carter and other administrators enjoy immunity for their actions. He concluded that the rights at stake were not clearly established and therefore immunity is upheld. However, he did not explain whether the forum status of the newspaper had some impact on whether the First Amendment rights of

the students were sufficiently established for the administrators to know what they were doing was a violation of those rights. He implied that the newspaper was a limited public forum because of the subsidies offered by the university, but because he stopped short of concluding it *was* such a forum, he did not explain why that distinction matters. If it is a public forum, the university is limited by the First Amendment from interfering with the content or operation of the newspaper. But since the case was based on immunity and Section 1983 liability, the question of forum status was not given proper attention.

HOSTY AND QUALIFIED IMMUNITY

The immunity question posed to the court in *Hosty* was whether the constitutional rights of the student editors were so clearly established that Dean Carter should have known she was violating them when taking the action she did. The protection offered by qualified immunity has been developed in case law over a period of many years to prevent administrative officials from constantly facing lawsuits over their decisions. It is a difficult standard to meet, and thus many lawsuits brought against public officials are unsuccessful.

The court concluded that because of the lack of precedent in this area, Carter did not knowingly violate clearly established rights. Easterbrook wrote: "One might well say as a 'broad general proposition' something like 'public officials may not censor speech in a designated public forum,' but whether Dean Carter was bound to know that the Innovator operated in such a forum is a different question altogether."[24] The *Hosty* majority used the district court's decision as a way to narrow the question presented in such a way to find in favor of the public official:

> The district court held that any reasonable college administrator should have known that (a) the approach of Hazelwood does not apply to colleges; and (b) only speech that is part of the curriculum is subject to supervision. We have held that neither of these propositions is correct—that Hazelwood's framework is generally applicable and depends in large measure on the operation of public-forum analysis rather than the distinction between curricular and extra-curricular activities.

> But even if student newspapers at high schools and colleges operate under different constitutional frameworks, as both the district judge and our panel thought, it greatly overstates the certainty of the law to say that any reasonable college administrator had to know that rule. ...[25]

The majority also justified narrowing its decision by citing the arguments of the parties:

> For reasons that should by now be evident, the implementation of Hazelwood means that both legal and factual uncertainties dog the litigation—and it is the function of qualified immunity to ensure that such uncertainties are resolved by prospective relief rather than by financial exactions from public employees.[26]

HOSTY AND PRIOR REVIEW

Judge Terence T. Evans, writing for the four dissenters, said: "Prior to *Hazelwood,* courts were consistently clear that university administrators could not require prior review of student media or otherwise censor student newspapers."[27] Evans also said:

> The *Innovator,* as opposed to writing merely about football games, actually chose to publish hard-hitting stories. And these articles were critical of the school administration. In response, rather than applauding the young journalists, the University decided to prohibit publication unless a school official reviewed the paper's content before it was printed. Few restrictions on speech seem to run more afoul of basic First Amendment values. First, prior restraints are particularly noxious under the Constitution. *See Nebraska Press Ass'n v. Stuart,* 427 U.S. 539, 559, 96 S.Ct. 2791, 49 L.Ed.2d 683 (1976) ("prior restraints on speech and publication are the most serious and the least tolerable infringement on First Amendment rights"); *Near v. Minnesota,* 283 U.S. 697, 713, 51 S.Ct. 625, 75 L.Ed. 1357 (1931) ("it has been generally, if not universally, considered that it is the chief purpose of the [First Amendment's free press] guaranty to prevent previous restraints upon publication"). Second, and even more fundamental, as Justice Frankfurter stated (albeit in somewhat dated language) in *Baumgartner v.*

> *United States*, 322 U.S. 665, 673–74, 64 S.Ct. 1240, 88 L.Ed. 1525 (1944), "one of the prerogatives of American citizenship is the right to criticize public men and measures." College students—voting-age citizens and potential future leaders—should feel free to question, challenge, and criticize government action. Nevertheless, as a result of today's holding, Dean Carter could have censored the *Innovator* by merely establishing "legitimate pedagogical reasons." This court now gives the green light to school administrators to restrict student speech in a manner inconsistent with the First Amendment.[28]

The decision in *Hosty* was simply to recognize that because *Hazelwood* applies at the university level, the existing law was not clear enough to strip the university administrator of immunity. This leaves somewhat unsettled the extent to which student journalists can seek First Amendment protection when university administrations exercise prior review over student newspapers in Indiana, Wisconsin, and Illinois.

DESPITE *HOSTY*, PROTECTIONS STILL EXIST

It is important to remember that the *Hosty* decision did not overrule the precedents that protect student First Amendment rights. The Seventh Circuit's decision in *Hosty* cannot supplant or supersede the decisions of the U.S. Supreme Court. For example, in a 2000 concurring opinion, Justice David Souter recognized that the Supreme Court's "*university* cases have dealt with restrictions imposed from outside the academy on individual teachers' speech or associations," whereas "cases dealing with the right of teaching institutions to limit expressive freedom of students have been confined to *high schools*, whose students and their schools' relation to them are different and at least arguably distinguishable from their counterparts in college education" (emphasis added).[29]

At the time of *Hosty,* only one of the U.S. Appeal Circuits held that the *Hazelwood* analysis cannot be applied in a university context. In a footnote in *Student Government Association v. Board of Trustees*, the First Circuit incorrectly suggested in 1989 that the Supreme Court in *Hazelwood* had actually decided the issue.[30] Other circuits had either adopted the *Hazelwood* analysis in the university setting or had

applied it in a modified form.[31] Yet, while *Hazelwood* somewhat altered the *context* (whether at the university or high school level), *Hazelwood* probably did not change the *results* of the substantive law when it comes to a university-level publication or other expressive activity.

In *Ward v. Polite*, a 2012 decision from the U.S. Court of Appeals for the Sixth Circuit, the court expressly held that *Hazelwood* applies in the university setting.[32] *Ward* involved the dismissal of a student from Eastern Michigan University's graduate counseling program. The student in a practicum course requested to refer, rather than directly counsel, a homosexual client, because the student believed the counseling would conflict with the student's personal religious beliefs. Ultimately, the court reversed the summary judgment that had been entered in the university's favor and permitted the student's First Amendment claim to proceed to trial.[33] In dicta concerning student newspapers, the *Ward* court made clear that the context of the *Hazelwood* analysis could vary greatly between the university and high school settings:

> Nothing in Hazelwood suggests a stop-go distinction between student speech at the high school and university levels, and we decline to create one. ... By requiring restrictions on student speech to be reasonably related to legitimate pedagogical concerns, Hazelwood allows teachers and administrators to account for the "level of maturity" of the student. Although it may be reasonable for a principal to delete a story about teenage pregnancy from a high school newspaper, the same could not (likely) be said about a college newspaper. To the extent that the justification for editorial control depends on the audience's maturity, the difference between high school and university students makes all the difference.[34]

The *Ward* court also suggested that it is the public forum analysis that may typically be unfriendly to students' freedom of expression:

Hazelwood also features a question crucial to the resolution of all school-speech cases, whether at the high school or university level: Whose speech is it? The closer expression comes to school-sponsored speech, the less likely the First Amendment

protects it. And the less the speech has to do with the curriculum and school-sponsored activities, the less likely any suppression will further a legitimate pedagogical concern, which is why the First Amendment permits suppression under those circumstances only if the speech causes substantial disruption of or material interference with school activities.[35]

It is interesting to contemplate the relationship between a school-sponsored publication (such as a university alumni magazine) and the subsidizing of a school newspaper. The *Ward* court suggests that if it is school-sponsored speech, less First Amendment protection is available to student journalists. *Hosty* and other cases suggest that if the paper is subsidized with university money, it is more likely to be a limited public forum and thus students will get greater First Amendment protection. At what point does subsidy (thus enhanced First Amendment rights for students) become school-sponsored (limited First Amendment rights for students)?

This quandary suggests that public forum status may be the wrong standard to use in student First Amendment cases, and a review of legal articles echoes the confusion surrounding public forum analysis. In a 2009 issue of *Nova Law Review*, Marc Rohr explored "the ongoing mystery of the limited public forum," concluding with a simple plea: "Above all, give us clarity, please."[36] If legal scholars and judges cannot agree on what a public forum is, perhaps it is the wrong principle to use in deciding First Amendment cases.

Both the *Hosty* and *Ward* decisions suggest that the applicability of *Hazelwood* in the university setting will not alter the conclusion that traditional university student newspapers (i.e., newspapers produced and managed by students and that are extracurricular activities) are beyond the editorial control or censorship of university faculty and administrators. Instead, the various distinctions between the university setting and the high school or elementary school settings are borne out in the *application* of the *Hazelwood* analysis; i.e., university student newspapers are typically public forums while high school student newspapers are *not* typically public forums. Subsequent decisions in the Seventh Circuit applying *Hosty* confirm this assertion.[37]

Likewise, other circuits that have applied *Hazelwood* in the university setting have maintained the same pre-existing robust First Amendment protection for traditional student newspapers. In *Husain v. Springer*[38], the Second Circuit held:

> The Fourth, Fifth, and Eighth Circuits, therefore, have adopted the position that the establishment of a student media outlet, in essence, necessarily involves the creation of a limited public forum where the only restraint is on the speakers who can participate (i.e., students) and where there can be no restrictions on the content of the outlet except with respect to content that threatens the maintenance of order at the university. Two other circuits, while also recognizing that student media outlets often enjoy First Amendment protection from interference by school administrators, have taken a less expansive view. The Sixth and Seventh Circuits agree that the establishment of a student media outlet *can* create a limited public forum but have concluded that the scope of that forum can be restricted by the school. In other words, these courts do not consider the creation of a student media outlet as categorically involving the creation of a limited public forum within which students may speak on essentially any subject without fear of reprisal, but rather look to the context of the public university's treatment of a student media outlet, including its intent in creating the outlet and practices with respect to the outlet, in order to determine what First Amendment protection the outlet, and those that participate in it, receive.
>
> Nevertheless, although the treatment of forum analysis with respect to student media outlets at public universities has differed in some respects in the various circuits, all the circuits that have considered the issue have determined that, at the very least, when a public university creates or subsidizes a student newspaper and imposes no ex ante restrictions on the content that the newspaper may contain, neither the school nor its officials may interfere with the viewpoints expressed in the publication without running afoul of the First Amendment.
>
> We agree that, at a minimum, when a public university establishes a student media outlet and requires no initial restrictions on content, it may not censor,

> retaliate, or otherwise chill that outlet's speech, or the speech of the student journalists who produce it, on the basis of content or viewpoints expressed through that outlet. This holding is fully consistent with and, indeed, substantially follows from, our decisions, and those of the Supreme Court, in other cases addressing limited public fora.[39]

HOSTY'S SILVER LINING

A silver lining from *Hosty* is that it ultimately inspired a greater level of protection for student newspapers at public universities in Illinois. Shortly after the *Hosty* decision, the Illinois legislature reacted to the case by enacting the Illinois College Campus Press Act, which explicitly declared all student-run newspapers at Illinois public universities to be public forums in which university administrators could have no editorial control or ability to censor content.[40] The federal courts in Illinois have expressly held that the Act supersedes the holding in *Hosty* to the extent of any conflict.[41]

This is an interesting issue when it comes to the power of courts. It is an important feature of our democratic system that judicial rulings are subject to modification by legislative bodies (federal judges are not accountable to the people —legislators are). However, if federal courts base the ruling on a constitutional provision, legislation cannot modify the ruling.

It could be argued that, at least in the state of Illinois, the *Hosty* decision has no lasting practical effect. If anything, the *Hosty* decision ultimately generated more vigorous protections for student journalists by encouraging the Illinois legislature to pass the Illinois College Campus Press Act. Furthermore, the ruling focused the attention of the student press community about the extent to which student journalists should be free to choose the content of their publications. In 2015, the campaign to protect student speech and press rights picked up steam when North Dakota's legislature unanimously passed a bill protecting student newspapers at public schools and colleges from censorship. In 2016, Maryland followed suit with a law protecting high school and college student journalists from censorship, regardless of whether the school financially supports the media outlet or if the

publication is part of a class. Grass-roots campaigns continue in other states, signaling a renewed interest in protecting student media nationwide.

- [1] *Dickey v. Alabama State Bd. of Ed.*, 273 F. Supp. 613 (M.D. Ala. 1967) *vacated sub nom. Troy State Univ. v. Dickey*, 402 F.2d 515 (5th Cir. 1968).
- [2] *Id.*, at 616.
- [3] *Id.*, at 618.
- [4] Marc Abrams, *Law of the Student Press* 63 (3rd ed. Student Press Law Ctr. 2008).
- [5] Antonelli v. Hammond, 308 F. Supp. 1329, 1337 (D. Mass. 1970).
- [6] *Bazaar v. Fortune*, 476 F.2d 570, 574 (5th Cir.) *modified on reh'g*, 489 F.2d 225 (5th Cir. 1973).
- [7] *Joyner v. Whiting*, 477 F.2d 456, 459 (4th Cir. 1973).
- [8] *Id.*, at 459-460.
- [9] *Stanley v. Magrath*, 719 F.2d 279, 280 (8th Cir. 1983).
- [10] *Id.*
- [11] *Cohen v. San Bernardino Valley College*, 92 F.3d 968 (9th Cir. 1996).
- [12] *Id.*, at 970.
- [13] *Id.*, at 971.
- [14] *Kincaid v. Gibson*, 236 F.3d 342 (6th Cir. 2001).
- [15] *Id.*, at 355.
- [16] *Brown v. Li*, 308 F.3d 939 (9th Cir. 2002).
- [17] *Id.*, at 949.
- [18] *Hosty v. Carter*, 412 F.3d 731 (7th Cir. 2005).
- [19] *Hazelwood v. Kuhlmeier*, 484 U.S. at 273-74 n.7 (citations omitted).
- [20] *Hosty v. Carter*, 412 F.3d 731, 734 (7th Cir. 2005).
- [21] *Id.*, at 737.
- [22] *Id.* at 737.
- [23] Frank D. LoMonte, *"The Key Word Is Student": Hazelwood Censorship Crashes the Ivy-Covered Gates*, 11 First Amend. L. Rev. 305, 332 (2013).
- [24] *Id.*, at 738.
- [25] *Id.*
- [26] *Id.*, at 739.
- [27] *Id.*, at 742.

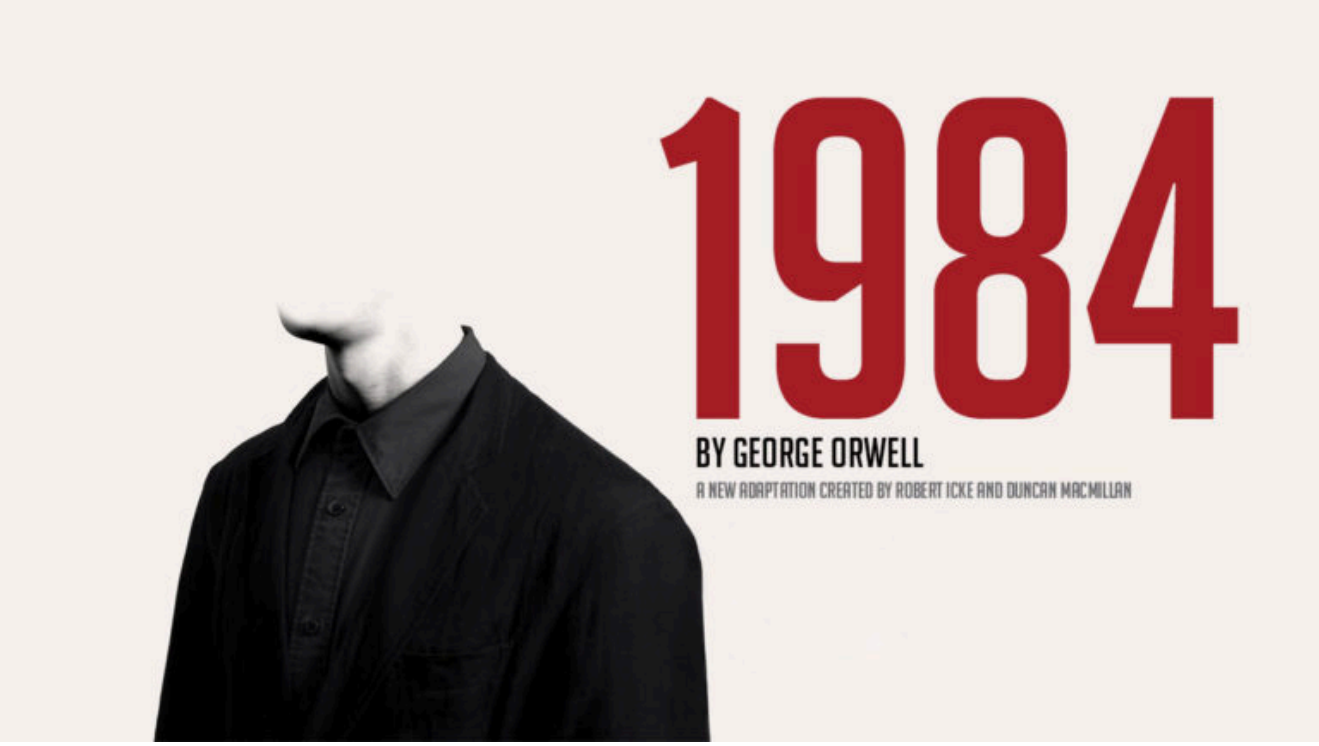
- [28] *Id.*
- [29] *Bd. of Regents v. Southworth*, 529 U.S. 217, 239 (2000).
- [30] 868 F.2d 473, 480 n.6 (1st Cir. 1989).
- [31] *Ward v. Polite*, 667 F.3d 727, 734 (6th Cir. 2012); *Brown v. Li*, 308 F.3d 939, 950 (9th Cir. 2002); *Axson-Flynn v. Johnson*, 356 F.3d 1277, 1289 (10th Cir. 2004); *Keeton v. Anderson-Wiley*, 664 F.3d 865, 874-76 (11th Cir. 2011).
- [32] *Ward v. Polite*, 667 F.3d 727, 733 (6th Cir. 2012).
- [33] *Id.*, at 737.
- [34] *Id.*, at 733-734 (internal citations and quotation marks omitted).
- [35] *Ward v. Polite*, 667 F.3d at 733-734 (citations and punctuation marks omitted).
- [36] Marc Rohr, *The Ongoing Mystery of the Limited Public Forum*, 33 Nova L. Rev. 299, 299 (2009).
- [37] *See, e.g., Badger Catholic, Inc. v. Walsh*, 620 F.3d 775 (7th Cir. 2010).
- [38] *Husain v. Springer*, 494 F.3d 108 (2d Cir. 2007).
- [39] *Id.*, at 123-124.
- [40] 110 ILCS 13/10.
- [41] *Moore v. Watson*, 838 F. Supp. 2d 735, 756 (N.D. Ill. 2012).

David Wheeler

David R. Wheeler is an assistant professor of journalism at The University of Tampa. He writes regularly for outlets such as CNN, T*he Atlantic, The Week, The New Republic, The New York Times,* and *The Chronicle of Higher Education*. He earned a bachelor's degree from Asbury University and a master's degree and Ph.D. from the University of Kentucky. For *The Atlantic* , Wheeler has written more than a dozen articles about everything from student free speech rights to the disappearance of funny headlines in the age of Google. His 2015 *Atlantic* article on the challenges facing student newspapers was promoted on the websites and social media accounts of *Editor & Publisher, PBS MediaShift*, the Pew Research Center and Harvard's Nieman Lab.

College Media Review
Journal of the College Media Association

2017 more like ‘1984’ than 1984



Survey details collision in classrooms between literature and reality

By Bradley Wilson
CMR Managing Editor

Lynn Neary with National Public Radio said George Orwell's 1949 novel, *1984*, again topped the Amazon bestseller list and had become, in her words, something of a political barometer.

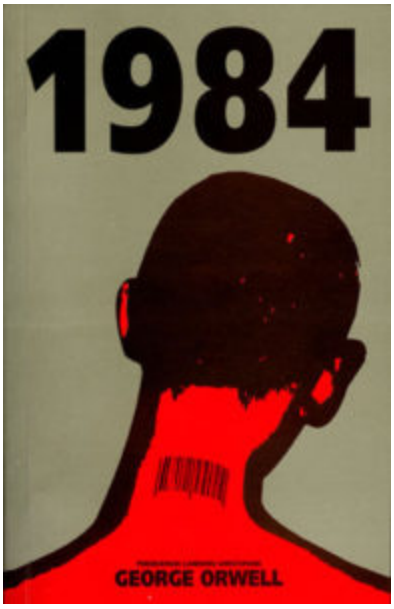
Neary reported, "A spokesman for Signet Classics, which currently publishes *1984*, said sales have increased almost 10,000 percent since the inauguration and moved noticeably upwards on Sunday. That's when Counselor to the President Kellyanne Conway appeared on Meet The Press. When host Chuck Todd challenged the Trump administration's assertions about the size of the Inauguration Day crowd, Conway responded with a phrase that caught everyone's attention."

"Alternative facts," Conway said.

Kellyanne Conway, Counselor to the President, tells Chuck Todd that the Press Secretary used 'alternative facts' in his first statement to the Press Corps.

Washington Post reporter Karen Tumulty on CNN's Reliable Sources said the phrase reminded her of phrases from Orwell's classic: doublethink, ignorance is strength, war is peace, freedom is slavery.

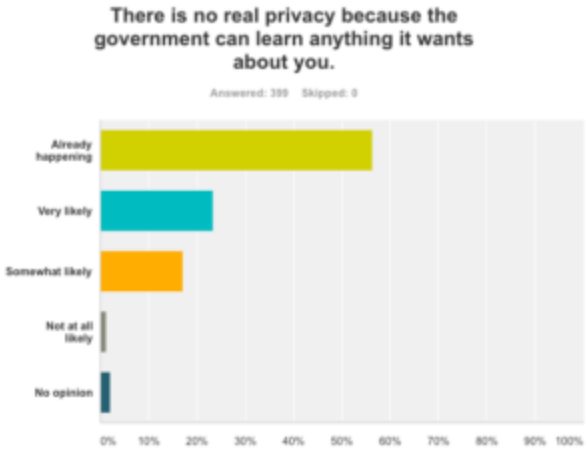
And *New York Times* reporter Kimiko de Freytas-Tamura discussed how Penguin Books had seen sales of the book rise not only in America but in Britain and Australia. In her Jan. 25 article, Freytas-Tamura talked with University of Cambridge Professor Stefan Collini who said readers see a natural parallel between the book and the way U.S. President Donald Trump and his staff have distorted facts.



"Everyone remembers as containing various parodies of official distortions," Collini said. "That kind of unreality that is propagated as reality is what people feel reminded of, and that's why they keep coming back."

A couple weeks later, the book again made the pages of *The New York Times* in an article by Katherine Schulten who reminded readers that when the book came out, reviewers write it was "not impressive as a novel about particular human beings" but as a prophecy and a warning," it was "superb."

Signet ordered a new printing of 75,000 copies of 1984 to keep up with demand.



By far, all respondents said, "There is no real privacy because the government can learn anything it wants about you."

THE SURVEY

However, this wasn't the first time the content of the book had been compared to happenings in modern society. In the fall of 1983, an in-depth Gallup Poll asked people various questions about the book and whether events portrayed in the book reflected the reality of the time. In 2017, attitudes just aren't all that different especially among college students and college media advisers.

Four questions had polar opposite responses.

- In 1983, poll results showed that respondents believed that it was not at all likely that "**anyone who criticizes the government is severely punished**" — 66 percent. But in 2017,

52 percent said that was already happening.

- In 1983, 44 percent of respondents said, "**The government says the only way we can have peace is by waging war**." But in 2017, 31 percent said that was already happening.
- In 1983, 51 percent said **it was not at all likely that the government urges people to surrender freedom to gain great security**. But 35 years later, 50 percent of college students and advisers said that was already happening. Of the 399 total respondents, 48 percent said that was already happening.
- And in 1983, when Ronald Reagan was in the third year of his first term as president, 72 percent of respondents said **it was not at all likely that the country would be ruled by a dictator**. But early in 2017 in the first month of Donald Trump's presidency, 30 percent said that was already happening.

Overall, in 2017, significantly more than half — nearly 60 percent — of the nearly 400 respondents already believe that there is no real privacy and that the government uses false words and statistics to hide bad news about the economy and quality of life.

ENTIRE SURVEY RESULTS

SURVEY RESULTS — COLLEGE ONLY

USING *1984* IN THE CLASSROOM

With the resurgence in dystopian literature, even instructors in introductory media courses and media literacy courses might consider using such literature to illustrate modern concepts in mass media.

- **Advertising** instructors can discuss the popularity of the Apple Computer Super Bowl commercial from *1984*, one of the most popular commercials of all time.
- **Editing and writing** instructors can pull vocabulary and phrases from the novel and ask students to reflect on what they mean in today's society. "Big Brother is watching you." "War is peace. Freedom is slavery. Ignorance is strength." "If you want a picture of the future, imagine a boot stamping on a human face—for ever." "Doublethink means the power of holding two contradictory beliefs in one's mind simultaneously, and accepting both of them." "It's a beautiful thing, the destruction of words." "Freedom is the freedom to say that two plus two make four. If that is granted, all else follows."
- **Editorial writing** instructors can find reviews of the book, the movie, the play or the Broadway production and compare them.

MORE RESOURCES

- Teaching Orwell and '1984' With The Times
- Teaching Orwell and '1984' With The New York Times
- Sales of Orwell's '1984' spike after Kellyanne Conway's 'alternative facts'

SURVEY RESULTS

Question	1983 Gallup Poll	2017 Survey
Have you read the book 1984 by George Orwell? Have you ever seen a movie or television version of George Orwell's 1984?	22% read book10% saw movie or television version	89% read book31% saw movie or television version
There is no real privacy because the government can learn anything it wants about you.	**47% already happening** 19% very likely 17% somewhat likely 9% not at all likely	**58% ALREADY HAPPENING** 21% very likely 19% somewhat likely 1% not at all likely
Poor people think their only chance to get ahead in life is to win the lottery.	20% already happening 16% very likely 25% somewhat likely **32% not at all likely**	22% already happening 23% very likely **35% SOMEWHAT LIKELY** 4% not at all likely
The government urges citizens to hate people in other countries.	9% already happening 6% very likely 17% somewhat likely	**52% already happening** 10% very likely 22% somewhat likely

	62% NOT AT ALL LIKELY	13% not at all likely
Anyone who criticizes the government is severely punished.	4% already happening 6% very likely 18% somewhat likely **66% NOT AT ALL LIKELY**	13% already happening 17% very likely **42% somewhat likely** 26% not at all likely
The government says the only way we can have peace is by waging war.	13% already happening 14% very likely 24% somewhat likely **44% NOT AT ALL LIKELY**	**31% already happening** 24% very likely 28% somewhat likely 13% not at all likely
The government urges people to surrender freedom to gain great security.	11% already happening 10% very likely 21% somewhat likely **51% NOT AT ALL LIKELY**	**50% already happening** 22% very likely 17% somewhat likely 8% not at all likely
People are asked to make great economic sacrifices but government officials themselves live in luxury.	**51% already happening** 16% very likely 19% somewhat likely 10% not at all likely	**55% ALREADY HAPPENING** 17% very likely 20% somewhat likely 5% not at all likely

The government uses false words and statistics to hide bad news about the economy and quality of life.	40% already happening 17% very likely **23% somewhat likely** 14% not at all likely	**58% ALREADY HAPPENING** 18% very likely 21% somewhat likely 2% not at all likely
The country is ruled by a dictator.	3% already happening 6% very likely 14% somewhat likely **72% NOT AT ALL LIKELY**	**30% already happening** 25% very likely 17% somewhat likely 24% not at all likely
	The Feb. 5, 1984 Gallup Poll included interviews of random people in December of 1983.	An February, 2017, anecdotal poll of 172 college students and college media advisers online via SurveyMonkey. The poll is still open.


Bradley Wilson / February 20, 2017 / College Media / 1984, alternative facts, college media, conway, journalism, kellyanne, orwell, teaching

College Media Review
Journal of the College Media Association

From Writing for the College Newspaper to Multi-Media Journalism

Originally titled "Writing for the College Newspaper," a Harford Community College class has transformed to "Multimedia Journalism." (Photo:Stephen Smith)

The Evolution of a Classroom Approach to MC 208

By Claudia Brown
Harford Community College

In nearly 15 years of teaching at the college level, I have developed a successful formula for most of my classes that may be adjusted based on the student population, current events and a variety of other factors. However, MC 208, a class I began teaching in 2010 at Harford Community College, near Bel Air, Maryland, has proven the exception.

I have taught this course 10 different ways and plan for a new approach next semester.

Changing trends in the field have mandated these modifications, which have proven successful with students and led to national recognition for our college's publication.

I started teaching MC 208: Writing for the College Newspaper in the spring semester of 2010. I had just taken over the position of newspaper adviser to "The Harford Owl," a monthly newspaper at Harford Community College. Students wrote articles, took photos and sketched out newspaper design on paper. About half of the newspaper's content was generated by faculty and staff contributions and the other half produced by students with the adviser/course professor writing headlines, taking photos and designing the publication in InDesign.

When I began teaching MC 208, I intended to make the publication entirely student-produced.

The newspaper had previously been college-focused and considered somewhat of a press release for the college. I was part of a student-run newspaper staff at the University of Maryland Baltimore College, and I knew what a valuable learning opportunity that could be. And what better college promotion than a showcase of student work?

The class was originally designed to focus on every aspect of newspaper production, including distribution and marketing along with writing, photography and design. However, the transient nature of the community college student had always provided a great challenge in meeting press deadlines, as a completion of assignments can be a major challenge of the community college population.

The class now features an introduction to video, social media, design and photography along with writing and editing. Its most recent modification includes a team-teaching approach with two former students scheduled to teach alongside their former newspaper adviser.

With this in mind, I arranged to have the course taught in a computer lab. Having computer access during class time assisted the students with the completion of their writing assignments. Later, I moved the class to a graphic arts lab so students could also assist with the design process. Students were assessed on completion of assignments, attention to deadlines, class participation and adherence to assignment guidelines.

John Morin was a student in MC 208 in 2010, the first semester I began teaching the course. He recalled, "The class offered me great guidance in story selection, proper writing techniques, editing, and the interview process." When John was enrolled in the class, all enrolled students were assigned specific positions, such as writer, photographer, editor; John's position was Features Editor and he became well-known among the staff for his feature photography and writing skill.

"I wanted to do more engaging, feature type stories and I was given the freedom to do so," he said.

In the fall of 2011, the "The Harford Owl" monthly newspaper became "Owl Magazine, a thematic features magazine published twice a semester. The course title also changed to "College Magazine Production."

The format change came in response to the decline of the newspaper industry and growing student interest in magazine production. While there were still class assignments related to design, the majority of the magazine's design came from a handful of art students who volunteered on staff, and the class became more writing and management focused.

While some of the assignments changed, the nature of assessment remained focused on completion of assignments, attention to deadlines, class participation and adherence to assignment guidelines.

Jay Green, now a producer/reporter/digital content editor at KKCO 11 News/KJCT News 8 in Colorado, was enrolled in MC 208 in 2013.

"I remember the assignments were very similar to what you would face in a real newsroom or publication...everything from pitching story ideas, to writing, to publishing.... everything," Green said. "The course teaches you to be well-rounded so you're flexible in any situation. I would say that's helped me the most! You just learn to have a hand in everything. I got work with a relatively small team, so quickly learned it's good to know how to do a little bit of everything."

Georgina Cammayo, a former Education major at HCC, also took MC 208 in 2013. She recalled, "MC 208 was the only class I took at HCC that wasn't towards my degree and yet, it ended up being the most rewarding one. I learned that I prefer writing articles that inspire, that journalism brings out the persistent side of me, and that it's important to be open to constructive criticism because that's what it takes to produce a great piece."

While the magazine began to win national recognition, I also began hearing feedback that the course title was confusing and possibly misleading.

I asked for input from members of Owl Magazine's Alumni Advisory Board, an organization I set in place to create mentoring connections and advisory feedback. Multimedia Journalism was suggested as a possible course name due to the variety of skills introduced in the course and the increased emphasis on skill diversity in the field.

The name change coincided with the launch of our Facebook page, initiated due to student interest in social media platforms and used to showcase "bonus" photography and articles and student-produced videos relating to articles in the print magazine. Jay Greene was one of the alums that provided input during the modification process. "The course has definitively grown to meet the demands of the field," Green said.. "It's nice to see the publication tackling the video side of things, along with social media."

With the addition of social media and videos, the magazine scaled back to publication once a semester. The class became focused on the production of a multimedia project.

Students wrote an article, provided photography, designed the magazine spread and created a video relating to the article topic. Students worked independently or in small groups. Publication continued to be the goal, with the Facebook page used as an alternative for work not published in the print magazine. Completion of assignments, attention to deadlines, class participation and adherence to assignment guidelines continued as class assessment measures.

Sydney Gaeth, now a Mass Communications major at Towson University, took MC 208 in 2014. She said, "Our curriculum included writing, editing, and designing an article as well as writing the concept for, shooting, and editing a video corresponding to the article. It was also encouraged that we appear on-air in our video to learn reporting."

"What I liked best about this course was the true introductory nature it had, giving me the opportunity to try everything. Before this class, I never considered my potential ability to work with videos or page design. I always thought I should stick

to writing because I didn't have the talents for creative editing. Since taking this class, I have continued practicing with video and have won two national awards," Gaeth added.

However, while students like Sydney enjoyed this approach and it was proving successful, the workload was unsustainable. My lack of background in design, photography and video provided challenges as I attempted to get up to speed on new technology. Furthermore, a key member of our staff who was instrumental as both video editor for the Facebook page and art director for the print magazine transferred to a four-year institution. A highly creative, skilled and committed staff member, he also provided mentoring to students in MC 208.

Without his assistance, it was not practical for each student in MC 208 to complete the design of a magazine spread *and* the production of a video. These skills required instructional time outside of class that simply wasn't available since the students struggled to learn so many specialized skills in a short time frame.

As the goal of this course has always been publication, I gave students the option to focus on one major project for possible publication or to work in a group with each student taking on a different role in the production process, such as writing, photographer, designer, videographer, on-air reporter. I continued to introduce all skills, but some students designed promotional fliers instead of magazine spreads or focused on on-air reporting instead of video editing.

Although the course was consistently highly rated by students and the student publication was the recipient of multiple awards, I still felt behind the curve. One semester I took a Mass Communications independent study on video, but while I gained valuable skills, I still felt lacking from an instructional standpoint. I could provide constructive feedback and relate basic information but lacked a comprehensive knowledge base and skill, not unsurprising given my English undergraduate degree and Communications master's degree.

Rather than shortchange the students' experience I suggested to my dean a new, team-taught approach. I proposed bringing on former standout students who had

achieved their degrees and had continued to participate on the staff in mentoring positions.

These students would impart specialized skills while I would oversee everyone's efforts, using my experience to mentor them on assessment and classroom management. Since we had already been working together for years, I had seen these alums in countless training situations and knew their work ethic and character.

I had heard that team-taught courses could be unpopular with students due to the perceived differences in faculty requirements and assessment so I knew cohesiveness and unity would be crucial.

John Morin was one of the alums brought on for a team-teaching position. Now a professional photographer and travel blogger, John's instructional focus is photojournalism.

"The new team teaching concept is an excellent idea and a necessary next step in advancing this program. All of these different aspects equip students with more and better qualifications that will serve them well in a highly competitive and saturated field," Morin said.. "Such experiences are what brought me back as an alumni advisor and also future professor in the Multimedia Journalism classroom."

The team-taught class premieres in spring of 2017.While there may be some modifications to assignments over time, the basic nature of the team-taught class will stay the same. The class will be split into several week periods, with each period focusing on instruction of either writing, photography, design or video skills. Once students gain acquisition of these skills the final project will be a collaborative effort with mentoring provided by the team teachers.

Staying current in a constantly evolving field requires flexibility and adaptability. While I have high expectations for the team-taught approach, I am also ready to evaluate this new method and adjust as needed.

The former newspaper is now a magazine that is published once a semester. However, it is not published through a class. Students in the class work on assignments that may lead to publication depending on the quality of the work.

Staff members of the magazine meet throughout the week to complete various production tasks. This has also been a change made through the years as originally the newspaper was produced primarily through class efforts. However, the writing/photography/design standards have increased with the transition to the magazine and editors are now more selective in choosing what is published.

Owl Magazine's Facebook page also publishes student work that is not featured in the magazine, including articles and photography. There is an online page turner of the magazine that is published on Issuu.com with links also accessible through the college's website and the Owl Magazine's Facebook page. (Article links are shared each week, as well as "bonus" content relating to the article.)

Readers have been very enthusiastic about this transition.

Despite our best efforts, it was a struggle to attract readers to a newspaper but now our feedback is overwhelmingly positive. Our magazine has also won multiple national awards, including a second-place award for Best Magazine in the CMA Pinnacle Awards for 2014-2015.

The magazine is also available at locations throughout the community, including high schools, restaurants and businesses and there is a growing interest from community locations to feature our magazine. This level of interest was not the case when the publication was a newspaper.
The magazine is a features magazine. While news events are covered, we aim to feature topics that relate to the magazine's theme and have staying power so the articles do not appear outdated by the end of the semester.

Claudia Brown is an Associate Professor of Mass Communications at Harford Community College in Bel Air, Maryland. She is the Chief Adviser of Owl Magazine, HCC's multimedia

publication. Owl Magazine has won multiple national awards for its print magazine and YouTube channel, including first place in the Pinnacle Award category of Two-Year TV Station of the year for 2015-2016. Claudia enjoys competitive figure skating, coaching and spending time with her children, Tacy and Jeremy.

College Media Review / March 7, 2017 / College Media

College Media Review
Journal of the College Media Association

Want to develop better news consumers and citizens? Protect student journalism

New Voices aim: expand protection in New Jersey

By Holly Johnson and Tom McHale

Journalism's first obligation is to the truth, but these days we see legitimate news organizations being called liars on the one hand, and shadowy organizations spreading fake news stories on the other. We need a generation of citizens with a heightened aptitude for telling the difference between fact and fiction. Our democracy depends on it, and those of us who teach journalism to the next generation are doing all we can to ensure our students have that capacity. Our lessons emphasize research, fact checking, ethics and professionalism.

Student journalists who are trusted to make editorial decisions about what their readers need and want to know, and how best to handle controversial topics, develop a capacity to communicate effectively and to think critically. They foster a culture of civic discourse amongst their peers.

Unfortunately, many administrators, worried about the image of their school, have opted to exert editorial control over student newspapers. While their intentions may be good—to cast the school in the most favorable light, to ensure students don't read about topics that may seem too sensitive for some—the results are often calamitous for all involved. The pedagogical process is undermined, and the administrators open themselves up to criticism from all quarters.

When administrators act as editors, speech is chilled; students learn to self-censor rather than exercise their constitutional rights responsibly. The result? Students lose an opportunity to develop into the ethical, inquisitive citizens their administrators had hoped to nurture.

In a recent interview, Frank LoMonte, executive director of the Student Press Law Center, said: "Right now if a student in New Jersey asks me if they are safe from punishment for writing an article critical of the school, I would have to tell them they are not." According to LoMonte, the SPLC fields more calls from student journalists facing censorship in New Jersey than from any other state.

The need for stronger First Amendment protections for students came as a result of the 1988 Supreme Court decision in *Hazelwood v. Kuhlmeier*. Reversing the *Tinker* precedent that had stood for 20 years—which said students did not shed their First Amendment rights at the schoolhouse gate—the *Hazelwood* ruling enabled administrators to exert significant control over the content of school-sponsored publications.

Many administrators recognized censorship as a slippery slope and left their student publications alone. But over time, as external pressures mounted, many schools succumbed to the temptation to censor student speech. The problem with

censorship is that no one knows where to stop. Should the students be writing about abortion? What about drunk driving or the kid in class who swore at the teacher? Can we let them criticize the cafeteria food?

In New Jersey, the Hazelwood decision has been used to justify the censorship of a newspaper column criticizing students for smoking in the bathroom at Pemberton High School. The same happened with a news story about a dispute between a superintendent and supervisor that was made public at a Northern Highlands Board of Education meeting. Both of these incidents resulted in the removal of the newspaper advisers.

The problem doesn't end at the high school level, either. At one NJ community, college students ran several editorial cartoons poking fun at changes made by the new college president, including an updated school logo. It was supposed to look like a wave; the students thought it looked like a sperm. The paper was admonished, and their adviser removed.

College publications have found their budgets cut in apparent retaliation for student reporting. Administrators have ordered copies of newspapers be pulled from racks and dumped in the trash to keep people from reading what students have written.

Fortunately, something is being done to address this problem.

The New Voices of New Jersey protects the constitutional rights of student journalists and protects the advisers who teach and support them from retaliation. The goal of this grassroots effort by students, parents, educators, professional journalists and constitutional lawyers is to re-establish a culture of trust and transparency between administrators and student journalists.

Last year identical New Voices bills were introduced in the New Jersey state senate and assembly with bipartisan sponsorship. Assemblyman Troy Singleton and Assemblywoman Gail Phoebus introduced bill A4028, and Senators Diane Allen and Nia Gill introduced bill S2506.

New Jersey needs to follow the lead of states like North Dakota, Illinois, and Maryland by letting Bills A4028 and S2506 be heard in their education committees and then proceed to the senate and assembly floors for a ratification.

We ask you to contact your legislative representatives and tell them to vote in favor of the New Voices bills. Call their offices or send them a card. It is vital to let legislators know they have the support of their constituents.

By taking action, you ensure New Jersey's students can become the active, ethical citizens that our country needs now more than ever.

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Research (Vol. 54) — The Digital Generation Gap

How Student Journalists Transition from Personal to Professional Uses of Mobile Devices and Social Media

By Jean Reid Norman
Weber State University

Introduction: Current college freshmen have never known a world without cell phones and the Internet. For them, mobile devices, such as smart phones and tablet computers, and social media, such as Twitter™ and Facebook™, are highly personal and an extension of themselves (Dover, 2012; Heverly, 2007; Turkle, 2005, 2011). At the same time, mobile devices have changed the way both professional and student journalists do their jobs, untethering them not only from their offices but also from their laptops and even from the need for a plug and an Internet connection ("Articles," 2014; Walck, Cruikshank, & Kalyanko, 2015). Along with new technology that makes an office optional, journalists are now expected to engage readers through social media. (Spyridou, Matsiola, Veglis, Kalliris, & Dimoulas, 2013; Mico, Masip, & Domingo, 2013).

New staffers have not yet adopted the culture of the journalism profession (Mensing, 2010), and their experience with digital media (Turkle, 2011) and expectations for how to get and interact with news (Enda & Mitchell, 2013) differ both from professional journalists and from the college media advisers who are teaching them to become professionals. These students reside on the consumer side of the news-making process and represent the trend of how consumers seek news: socially and through multiple platforms (Enda & Mitchell, 2013; Miller, Rainie, Purcell, Mitchell, & Rosenstiel, 2012; Pew Research Center, 2016).

The position of college news media staffers as deeply interested, young consumers who have not yet internalized professional biases presents an opportunity to research the integration of digital media into journalistic practice and the new paradigm in news-making that digital media have created. This study explores these in the context of a practicum-style lab in which eight undergraduate students created content for a student news website at a Western university.

The purpose of this study is to analyze the experience of college journalists who are learning to transform digital media from a personal mode of expression to a professional one. It can help college media advisers understand what type of training in social media and mobile devices may be needed as they bring newcomers into their organizations. It may also make advisers sensitive to a digital divide among students coming to their institutions.

Literature Review

Humans and Digital Media

Marshall McLuhan (2003) may not have been the first to consider how technology alters the human experience, but his analysis, "the medium is the message," is the most memorable. McLuhan's point is that the medium shapes how the content is presented, and as the content changes, audience expectations change, and the norms of good content shift.

Sherry Turkle, an MIT clinical psychologist, takes that reasoning further, studying the impact of computer technology on people. Turkle finds a give-and-take between the digital technology and people, especially children, who take the new technology as a "fact of life" (Turkle, 2005, p. 66). These observations were originally made in 1984, and even in this early research, Turkle (2005) found children were using technology in their developmental phases, and teens in particular used technology in their identity formation.

What has changed for the millennial generation is the constant presence of others on social media during this exploration (Turkle, 2011). This becomes important for students preparing for a professional career, because artifacts created in childhood can follow individuals into their professional lives (Heverly, 2007). Those artifacts become problematic, as employers have begun examining Facebook™ pages and other social media sites before hiring applicants (Valdes, 2012), and college journalists increasingly are expected to have a presence on social media to promote their work (Schultz & Sheffer, 2012). This forces students to figure out how to take the digital technology they grew up with and transform it to professional uses (Bethell, 2010, Walck, Cruikshank, & Kalyango, 2015).

Central to any discussion on technology and change is Rogers' diffusion of innovation theory, particularly the Innovation-Decision Process: It begins with knowledge of an innovation, followed by persuasion that it would be useful, a decision whether to adopt it, implementation and confirmation that the decision was correct, at which point the decision may be modified (Rogers, 2005). Within the implementation stage, Rogers (2005) discusses reinvention, in which the adopter customizes the innovation for personal use. After all, consumers know what functions they want and are trying to make the technology work for them (Sandvig,

2007). Rogers (2005) notes that high degrees of reinvention lead to faster rates of adoption and higher rates of sustainability.

Domestication theory in media research underscores the role of reinvention in diffusion of innovations theory. It holds that adaption for personal use, or "domestication," contributes to rates of adoption and sustainability of technology (Peil & Röser, 2012). For example, the telephone was invented as a business device and was a predominantly male tool, but it proliferated in the United States only after wide acceptance of its use by women for chatting with friends (Peil & Röser, 2012). Important to this study, domestication theory also notes that the meanings and roles of technology are subject to constant change and negotiation (Peil & Röser, 2012). This change in the roles of mobile devices and social media is evident among college journalists as they adapt personal technology to professional use.

While domestication theory provides a theoretical framework for the adoption of mobile devices and social media, the continued use of this technology can be explained by uses and gratification theory, which takes a rational choice approach to media. If media meets the expectations of gratifications sought, then audiences will use it (Sparks, 2006, McQuail, 2008). Students beginning college are still consumers of digital media and theirs is an audience perspective. Recent research that applies uses and gratification theory to social media (Pai & Arnott, 2013) and mobile devices (Wei & Lu, 2014), finds that social media and mobile devices draw audiences because they meet needs for such items as social integration, help in achieving goals, status enhancement, and entertainment. The successful filling of those needs contributes to students' use of these media and willingness to take them into a professional realm, resulting in reinvention (Rogers, 2005).

Innovation in Journalism

Rogers' diffusion of innovation theory has been cited in journalism research exploring how news organizations have responded to technology. The clearest trend in the industry is the proliferation of digital platforms: In 2016, 99 out of 110 news sites reported receiving more traffic from mobile devices than desktop computers,

(Pew Research Center, 2016). A majority of U.S. adults, 62%, get news on social media sites (Gottfried and Shearer, 2016).

As new and old media converge, news organizations have had a mixed record in adapting to these innovations (Mitchelstein & Boczkowski, 2009; Steensen, 2011). Convergence is complicated by the lack of training and time required to learn the new roles journalists are assuming, as well as the lack of leadership in the implementation (Mico, Masip, & Domingo, 2013). If experienced journalists are not being given training and time to learn how to adapt to social media and mobile devices, journalists straight out college cannot expect instruction on how to modify their personal uses to professional ones. They need to learn this while working for college media.

Students and Mobile Technology

Today's college students have grown up with cell phones, the Internet, and Facebook™ (Turkle, 2011). They enter higher education as "digital natives," because the digital world is their habitat, compared with previous generations of "digital immigrants" (Bethell, 2010, p. 105). However, it is unclear how comprehensive the digital skills of young journalists are. Of American adults 18 to 29 years old, 8% do not own a smartphone (Pew Research Center, 2017). While that is a small number, it is not 100%, and qualitative research on the subject (Livingstone, 2007; Seiter, 2007; Walck, Cruikshank, & Kalyango, 2015) indicates advisers cannot assume every student on their staff is proficient in smartphone use. Those who are proficient, Turkle (2005) notes, have developed a proficiency in a personal and not professional way. Helping students to develop professional standards is the job of advisers.

Summary

One question not addressed in the literature is how "digital immigrants" in student media can instruct "digital natives" in the most effective professional use of mobile technology. Parker Palmer (2007) envisions a subject-centered classroom that encourages students and teachers to learn about a topic from each other. Students may be digital natives and know how to push all the buttons, but they may lack the

knowledge of what is appropriate content for a professional journalist. The adviser has the experience and maturity to guide the creation of credible news content, but may not know all of the capabilities of the technology. This shared-learning pedagogy is used in this study. It leads to the research question:

RQ1: How do students transition from using their mobile devices for personal expression to using these tools in a professional manner as college journalists?

Methodology

The data collection used collaborative autoethnography (Ngunjiri, Hernandez, & Chang, 2010), which relies not only on the field notes of all members of the group as they work through various themes, but also involves questions and discussion among the group members as the themes are explored. The study involved practicum lab courses producing news content for a student-focused website at a Western university. The class requirement was to produce fifteen stories or equivalent work during the semester. Eight students participated, three men and five women, all sophomore status or higher and all but one 25 or younger. Students were encouraged but not required to use digital media with which they were already proficient, such as Facebook™, Twitter™, and their mobile devices, in their journalistic work. Participation or lack of participation in the study did not affect a student's grade.

Students were asked to keep journals about their use of social media and mobile technology. The instructor/researcher, who had spent 30 years as a professional, kept a journal to provide a "digital immigrant" perspective for comparison. Students contributed thirty-one journal entries over two semesters, and the instructor/research wrote ten.

Questions included: How did you use mobile devices and social media before the semester began? How are you using them now? Is the use changing? Any surprises? Journal entries were coded for recurring themes with no predefined protocol (Peräkylä & Ruusuvuori, 2011), and the coding was checked by a faculty colleague for

reliability and discussed during “collaboration sessions” with participants for validity.

An additional methodology, a focus group held in an undergraduate research methods class, was used to validate the findings and further explore the research question. Twelve students served as focus group members while eight served as observers. The notes from observers, the research methods instructor, and the researcher/ moderator were analyzed for the same themes and to see if additional themes emerged.

Findings

Three key themes addressing the research question came out of the journals.

- Domestication of Digital Innovation. Students wrote about personal, or domesticated, use of the mobile devices and social media, and a parallel surfaced between their adoption of innovation on a personal level and their willingness to use these tools professionally.
- Negotiation of Professional-Personal Use of Technology. There was clear evidence of students negotiating their identities as future journalism professionals as they transitioned from personal use of social media and mobile devices as students. They wrote about both tension between the personal and professional and about the transition to professional.
- Digital Divide. A digital divide was revealed within the generation due to costs of both time and money. When considering the research question of how students transition in using their mobile devices for professional use, sometimes the answer is they don’t.

Each of these themes will be explored in further depth in this section.

Domestication of Digital Innovation

Domestication theory analyzes the diffusion of media innovations such as the radio, television, and telephone (Peil & Röser, 2012), with the argument that it was not

until these technical innovations were accepted into homes with uses that suited the family, particularly wives, that they became culturally common. Looking at that process at a micro level, it might be expected that when individuals adopt technological innovations into their personal lives, they would be more likely to carry them into professional lives.

Student journals. Initial journal entries from the students asked how they used their mobile devices and social media before the study began. They revealed two primary online identities. Three students viewed themselves as heavy consumers of news and sports. Three students wrote that their identity on social media was primarily social, using Facebook™, Instagram™, and Twitter™ to keep up with friends and acquaintances on a personal level. One student defined her online identity as minimal, using a landline for calls when possible and expressing disdain for social media.

The use patterns each student brought into the study on a personal level carried through on the professional level in their work. The students who bragged of being news-consuming machines quickly made the transition from consumers to producers of original content. While before they had been "produsers," providing content in the form of comments and repostings (Ridell, 2012), these students became content providers, relying on primary sources they interviewed, events they witnessed, and original writing to create journalism they shared via their social media networks. This level of sharing extended to making their sources aware of the links in the hope that the sources would then further share their work and drive traffic to their site.

In an example of reinvention, these students also engaged in live tweeting. This was particularly successful when they were covering live sporting events, and the tweets read like play-by-play broadcasting. These students recall previous generations of journalists who read the newspaper or watched television news as youngsters and then grew up to do what they had admired in the mass media. The process has not changed, only the medium. Their desire to produce news content on social media grew out of the use of those media as personal, domesticated tools of entertainment.

The students who were active in social media for communication also made a quick transition to more professional uses, but they were not as immersed in the production of online content. Part of this might have been because sports, the topic two of the previously mentioned students covered, is more suited to live tweeting. The students more active in communication wrote about using social media to contact potential sources for stories, and one noted that she had posted a link to a story she wrote, something she had not done before. Her perspective is personal, reflecting her pre-study use of social media: "I gained a lot more support from my Facebook™ friends than I thought I would."

The student who expressed disdain for social media personally continued her estrangement from the digital world. During the study period, she stopped using the social media she had established to promote her student radio show, because she was not seeing results. Just a few weeks into the semester, she deleted the Twitter™ app from her smart phone, and by the midterm, she had stopped paying her cell phone bill and relied solely on her mini-tablet computer for Internet connection. Her reasoning was cost, but part of it was also lack of gratification in that use. The phone bill was not a priority when money became tight, because it was not providing uses that were important to her. She still had access to social media through her mini-tablet, but she was reducing her use of that as well. If the device or application is not domesticated, it appears that professional uses are not gratification enough to entice a user to re-engage, at least in this case. Another student noted that as the semester progressed, she engaged in social media less because of the time demands of her schoolwork and journalistic activities. Time has been recognized as a limited resource in uses and gratification research, and time choices reflect gratifications of various uses (Sparks, 2006).

Focus group. In the focus group, participants were closer to graduation, and they exhibited a greater sophistication in the use of social media and mobile devices. They reported relying heavily on a mobile device and specified that tablet computers such as the Kindle and iPad were used more commonly for entertainment, and that smart phone devices were employed heavily for all other uses, with news consumption, Internet searches, and social media being shared across the platforms.

The focus group also reported choosing which social media channels they would use as a public face and which they would try to keep domesticated through the use of strict privacy settings. All respondents had domesticated both mobile devices and social media, and most had also made the transition to professional uses. Several students talked about reinventing themselves on social media to reflect a more professional persona. They all expected future employers to review their social media presence before hiring them and realized the consequences of a less-than-professional presence.

Reflections of the instructor/researcher. I think back to my adoption of digital technology throughout the 1980s and 1990s, and I realize that I took an opposite path. I was trained on the use of digital innovations on company time. Through the 1980s, the newsrooms where I worked used mainframe computers, so there was no equivalent at home, just a typewriter. A later employer migrated from a mainframe system to a networked, PC-based one, and I learned Microsoft Word and the Internet on company time.

I did not purchase a cell phone for personal use until 2000, largely because by then the cost had come down significantly from previous generations of mobile technology. I learned how to text in order to keep in touch with my children. In 2005 my newsroom issued me a BlackBerry, which added email to my mobile capabilities, but I quickly stopped using it, because my personal cell phone was smaller and more convenient.

My exposure to social media began at home with America Online™ in 1997. I experimented with the chat function, but did not become active because of time constraints. Over the years I stayed active on AOL primarily to keep up with my children as they grew through their teens and started leaving the nest. I discovered MySpace™ at work, when some of my employees started going on the site during downtime in the workday. I joined Facebook™ when my children left MySpace™ for this new venue, because I wanted to keep up with them. I joined Twitter™ during a journalism conference that suggested I should. I am most active on Facebook™ largely because this is the channel that my family uses the most.

My experience in the adoption of digital media differs from my students', but the narrative might be less related to generation than to history. Early digital innovations were expensive and complex, requiring specialized knowledge to adopt, and therefore better suited to a workplace. Mobile technology and social media had low adoption costs and were easy to use without a long learning curve. I adopted this later digital technology on a domestic level before adapting it to professional use. The students have grown up with mobile devices and social media available to them at low cost and have not needed a larger institution, such as a school, to introduce this technology to them. One student, however, did credit his use of an Apple personal computer in school and the required keyboarding class as factors in his proficiency with his mobile device.

In thinking about the move from domestic to professional adoption of digital innovations, it is helpful to consider uses and gratification research into Internet usage, which shows that the greater the uses and gratifications, the more time people spend on the Internet (LaRose & Eastin, 2004). This would help explain why domestication of an innovation predicts its adoption (Peil & Röser, 2012). The subjects of this study, both students and researcher, seemed to translate their domestic use of mobile devices and social media to professional uses.

Negotiation of Professional-Personal Use of Technology

Actor network theory discusses a process of negotiation between the social and technological. It suggests that actors determine the usefulness of a technology and acknowledges the power of technology to shape the actors' perception and use of the technology (Elbanna, 2011; Plesner, 2009). The students in this study found themselves negotiating and renegotiating their relationships with the technology and its professional uses. As they reinvented their use of the digital innovations, they expressed frustration with the personal uses infringing on professional time and the professional uses imposing on personal space.

Student journals. Students wrote about the tension between their personal and professional lives. One student who used Twitter™ as an important news and sports source expressed frustration with the extent of his personal use of social media,

writing, "I am surprised on how much time I can use strolling past my Twitter™ feed." Another noted that he tweeted about an interview after he had just completed it and encouraged his followers to stay tuned for the story. Several people marked it as a "favorite," leading the student to wonder: Are his followers really interested in the subject or are they hitting the "favorite" button because of their friendship? He concluded it didn't matter. "In this day and age, stories need to be shared and retweeted by everyone—your friends, family, etc."

One student found the professional uses she developed pushing fairly hard against the domesticated uses she described at the start of the semester. She wrote

I am beginning to feel like I am attached to my phone and that I always need to have it with me just in case someone calls me back about something relating to my story. I used to carry my phone everywhere with me to keep in contact with friends and family but now I dread having it with me and it is a relief when I am away from it for a few hours or so.

Another student created separate Facebook™ and Twitter™ accounts for professional and personal use, but noted that it would take time to gain enough followers on the new accounts to make them worthwhile. Still, it was a deliberate step toward reinventing an exclusively professional social media presence. Another student expressed concern about using her personal cell phone for professional uses because of the cost.

All of the students reflected on the blurring of lines between professional and personal, as well as the real versus the virtual worlds. The students used their personal online channels for professional work and brought some professional tasks into their personal world. They blurred the lines between virtual and real professionally, contacting sources in person, by phone, via social media, in whatever way they could.

Several students found that they had to resort to multiple channels of communication to reach sources, including email, texting, and phone calls. This surprised several of them. "I had assumed that email was a dead form of

communication," one wrote. Another found over time that he preferred communicating with sources via text, phone, and email, leaving social media for personal communication and professional promotion. Other students, however, successfully used social media in their news-gathering process, reaching out to potential sources and crowdsourcing ideas. This process of negotiation and reinvention seemed to be ongoing, with one student who participated in the study both semesters noting toward the end that he rarely used social media for personal reasons anymore.

In the collaborative validation session in Spring 2014, students reflected on the changes and how much was attributed to professionalization and how much might be just growing up. They talked about reading posts from years ago and being embarrassed by the triviality of the content. These students remembered being introverted in their younger years and using social media to explore persona that were more outgoing. As they grew older, the students had not only realized the need for more professional appearances, but they also described themselves as more informed and less likely to react quickly and unreasonably to a post.

Focus group. In the focus group, the students talked about how they negotiated their relationship with social media, especially Facebook™, through their high school years and into college. Part of the change occurred because the technology changed. They noted that when they started using Facebook™, the site was restricted to their peer group, and they were heavy users. Once their parents got accounts, their engagement waned. "Too many olds," one said.

The more popular channel for these students was Instagram™, and several noted a divide even within the millennial generation. Some of their older friends, 25 years old and older, were on Facebook™ while their younger ones, 25 and younger, used Instagram™, and the students would go to the appropriate channel to find them. The students also viewed Facebook™ as the more professional channel and Instagram™ as a more personal one, illustrating another way to negotiate online identity. Snapchat™ had not launched during this study.

Digital Divide Among Digital Natives

Rogers' diffusion of innovations theory suggests adopters fall into one of five categories, based on the relative swiftness with which they adopt an innovation: innovators, early adopters, early majority, late majority, and laggards. The Pew Research Center's Internet & American Life Project survey (Duggan, 2013) found users in the millennial generation, ages 18 to 29, ahead of the curve in the diffusion of innovation. The survey in 2013 showed 73% of "digital natives" received email on their mobile device, but that left 27% who did not. It showed 64% recording video, a function many reporters are being asked to do as part of "backpack journalism," but that left 36%, or more than a third, not using their mobile device for this purpose. A more recent Pew Research Center survey indicates 32% of young adults 18-29 consume news on social media (Mitchell, Gottfried, Barthel & Shearer, 2016). While this is significantly higher than their baby boom and older peers, it is not even a majority. While student journalists might be expected to be more media savvy, it is clear that there is a digital divide within the millennial generation.

Student journals. Most of the students indicated in their journals that they were not only comfortable with their mobile devices and social media, but that they were willing and even eager to expand their uses to professional ones. But two students out of eight expressed choices that kept them on the analog side of the digital divide. One expressed discomfort with "big digital," or the ability of large digital corporations to control her life. She noted, "Mobile phone companies have (smartly) worked to blur the lines between the two spaces. … I am not opposed to existing outside of that arena." This student described herself as "huge on social media," but she was suspicious of corporate providers who encourage integration of mobile and social media.

Another student began the semester noting that she used her house phone for all calls except for family members who need mobile-to-mobile connections to keep their costs down. She owned two prepaid phones, which allowed her as much mobile capability as she could afford in a given month, as well as a mini-tablet that gave her connectivity whenever she had wireless access, which on campus was most of the time. Cost was an issue. Two months into the study the student reported that she stopped paying for cell phone service because of budgetary issues. She still had connectivity through her mini-tablet, but no longer texted or made cell calls.

This student not only made the cell phone a low priority, but she also expressed deep reservations about social media. She viewed the only appropriate uses of social media as news consumption and staying in touch with friends or family who were not local. "Social media to me makes me feel like you have to be popular. ... I don't need them to validate me," she said. She chose to live outside the digital world, partly because of the cost to her budget, but also because of the potential cost to her self-esteem.

Focus group. In the focus group, one student out of twelve reported not having a smart phone. This compares with the latest Pew Research finding that 77% of Americans and 92% of people 18-29 own a smart phone (Pew Research Center, 2017). While smart phones are becoming ever more ubiquitous, this finding does indicate that advisers need to be aware of the digital divide and not assume that all new hires have all of the mobile tools or knowledge that their college media staff may assume. Advisers need to adjust their expectations to the digital resources students have or provide help obtaining those digital resources. They may also need to provide some training.

Conclusions

This study started with the research question: How do journalism students make the transition from using their mobile devices for personal expression to using these tools in a professional manner as future journalists? It found that these students' professional uses grew from personal ones, following domestication theory at a micro level. It also found that as students adopted professional uses, they had to negotiate how those uses affected their personal space, both online and offline. Students who had disengaged from the digital world were not willing to re-engage for professional reasons. They found ways within their limited digital comfort zone to conduct the required professional activities.

These findings support the domestication theory and uses and gratification research, noting that when student journalists find mobile devices and social media useful at a personal level, they are more likely to adopt them in a professional manner.

Limitations and Future Research

While these findings are not generalizable because of the small sample size and length of the study, they are useful to direct future research. This study also does not address some relevant questions, such as how much time students spend on social media versus other media and whether LinkedIn better prepares students for professional use of social media. The data and analysis from this research may be used to guide future surveys that could give a more generalizable view of student journalists and their use of mobile devices and social media.

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Alternative story formats

Out of the box ideas may sound intimidating, but they're really not

By Holly J. Morris
University of North Georgia

Students are plenty comfortable with the melding of pictures and words. That's what memes are (this kind) and, arguably, emoji. So the alternative story form — a broad journalism genre that often combines graphics and text in ways beyond "story block with photo" — seems like a natural idiom for college media.

Or maybe not, based on a scouring of the engagement table at this year's CMA conference in New York. Most of the examples on offer were traditionally texty.

"My students are becoming really proficient creating that fundamental foundational content of print and broadcast media," said Lee University assistant professor and student media adviser Michael Finch. (For the record, the Lee Clarion wasn't on the engagement table — it's online-only.) "I've found a little bit of resistance in moving away from that. It's actually taken a lot of work to get them broaden the horizons of their imaginations."

Adding alt story forms to a publication, online or off, need not be intimidating. As shown by the examples below, it helps to have designers on staff. But tools like Piktochart and Canva put infographics, for example, within reach of the non-graphically inclined. Qzzr makes embeddable Buzzfeed-style personality quizzes. Odyssey enables map-based storytelling.

Here's a look at seven alternative story forms — online and print, simple and design-heavy — and how the publications they appeared in made them happen.

- Murdock Stadium interactive timeline (Item 1)
- The Union, El Camino College, Torrance, California

Between its 1949 dedication and 2013 demolition, El Camino College's original Murdock Stadium (its replacement opened last year) hosted movie shoots, World Cup matches, Olympic soccer and six decades of college football.

"I knew how important the stadium was to so many," said Jessica Martinez, who in 2014 was a second-year student at El Camino College when she started building an interactive chronology of the stadium. "I created the timeline as a way to preserve and remember some of the many things that had happened there."
put together the Murdock interactive, Martinez used Knight Lab's TimelineJS, an open-source tool that generates timelines from Google spreadsheets and assorted sources of multimedia content. There's no need for coding skills (though if you have them, you can do some serious futzing).

Martinez worked on the timeline for much of her spring semester, going to the school's library and unearthing newspaper clips marking milestones in the stadium's history. The finished timeline won CMA's Pinnacle Award for Best Online Infographic in 2015.

Martinez, now a senior at New York University, encouraged journalism students to give TimelineJS a go.

"We worked with [it] in my advanced reporting class at the beginning of this semester," she said via email. "I impressed my professor and classmates with how much I already knew about it."

- https://www.youtube.com/watch?v=XBW0H1P2alk
- #FreshLee campaign (Item 2)
- Lee Clarion, Lee University, Cleveland, Tennessee

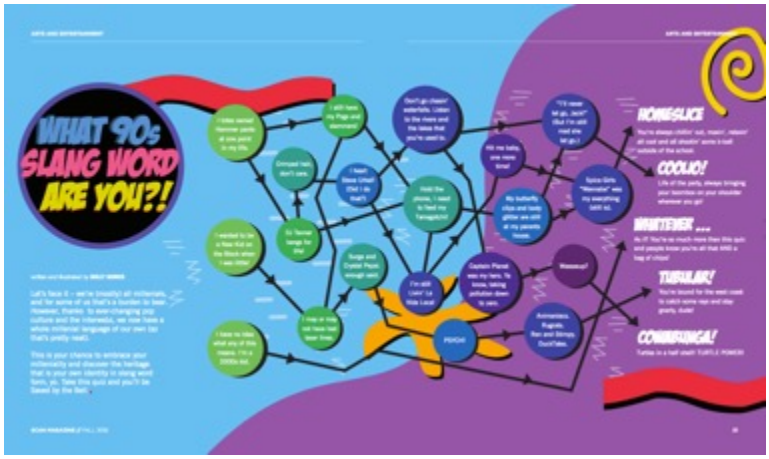
The Lee Clarion is taking the tried and true "get to know an average freshman" story from static profile into innovative UGC (user-generated content) territory. That "average freshman" is creating some content herself through a series of vlogs; the Clarion staff will write/produce some segments; and the #FreshLee hashtag will tie it all together.

Finch, the Lee professor and adviser, said the format was inspired by Clean & Clear's "See the Real Me" campaign, in which teens — the non-celebrity kind — talk about their lives and challenges in short videos.

"I was looking for ways to engage with the students in a completely digital world," Finch said. "If we have a freshman going through x, y or z, her narrative would be something that could be instructional or help students feel like they're not alone. That's a different thought process than legacy press thinking."

Giving the freshman the chance to speak her own mind gets at another value integral to communicating with the college audience: authenticity.

“A real reason that the user-generated content works and can be a valuable part of a student media content strategy is because Gen Z and millennials value authenticity to such a high degree,” Finch said.



- ”What 90s Slang Word Are You?!” flowchart (Item 3)
- SCAN Magazine, SCAD Atlanta

Molly Morris’ totally tubular flowchart was inspired by her formative years in the 80s and 90s.

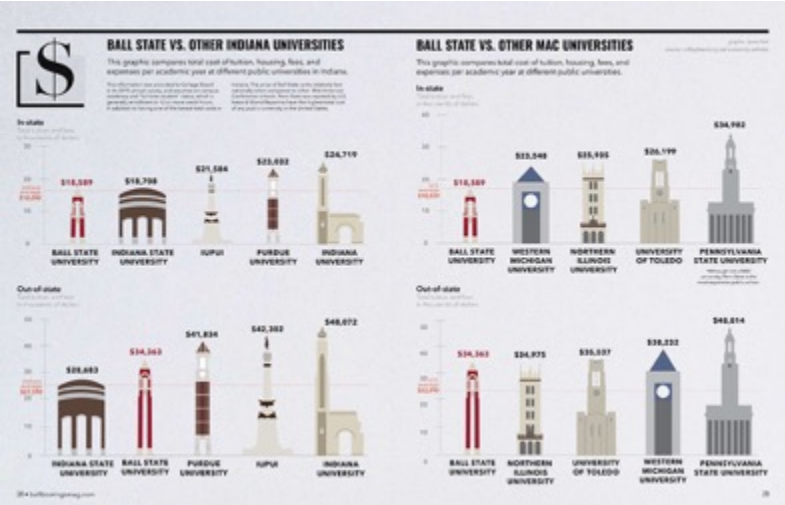
“I’m like a ‘borderline’ millennial,” said the graphic design student at Savannah College of Art and Design’s Atlanta campus, via email. “Most students who work at SCAN (and attend SCAD) have only heard about these decades as some alternative universe of pegged pants and Aqua Net,” she said.

After research that required watching episodes of “The Fresh Prince of Bel-Air,” “Full House” and “Step by Step,” Morris created a spread rooted in ‘90s pop culture’s splashy aesthetic, rather than “a modern design that served a different time in history.”

SCAN magazine’s editors always try to add a visually driven spread to each issue, Morris (or “Homeslice,” according to her flowchart) said. The staff’s creative

process lends itself to the approach.

“As an art school, I think we’re different than most publications in that the people creating the content see how something looks first, and build the story to match that visual inspiration,” Morris said.



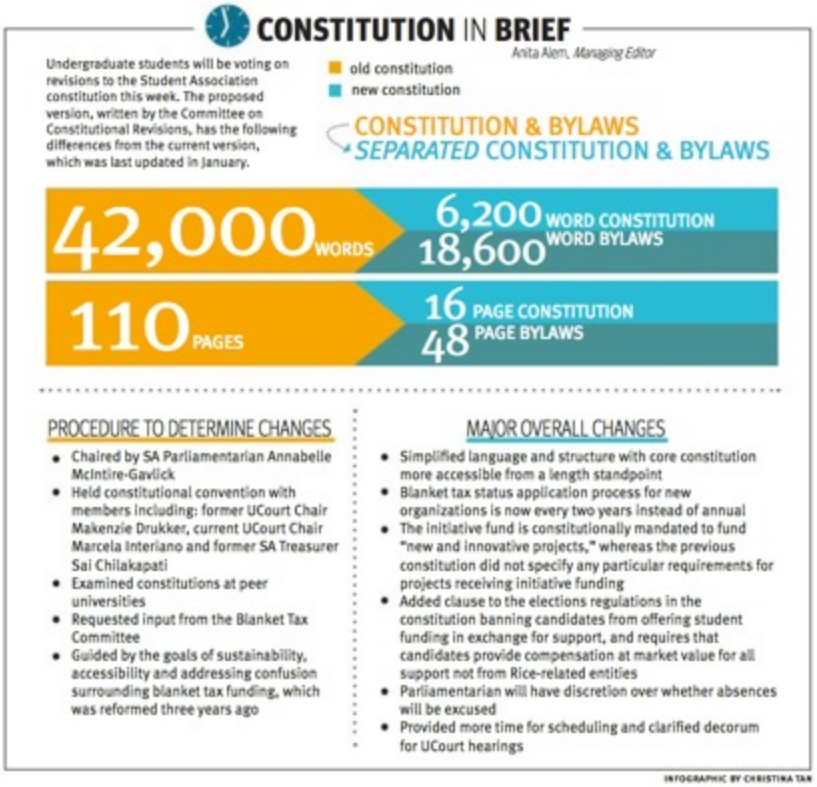
- Ball State cost comparison (Item 4)
- Ball Bearings Magazine, Ball State University, Muncie, Indiana

Infographics and visually driven layouts abound in Ball Bearings Magazine. Its Fall 2016 issue, for example, included graphics illustrating the horrors of climate change, an easy-to-parse one-page table of voting data and an annotated illustration showing how the human brain makes decisions.

The chart above, which uses landmarks from Mid-American Conference universities to compare annual student expenses, accompanied a Spring 2016 story about rising costs and the university’s lack of financial transparency. The designer created the building illustrations and the chart in Adobe Illustrator.

Roth Lovins, the art director of Ball Bearings when the chart was created, said the staff approaches story format by asking first, “Would it be easier for the reader to interact with this information in a visual format or in a traditional story?” The art director takes it from there, usually working with a designer who does both the research for and the layout of the graphic, Lovins said via email.

Graphics draw readers into a story — or might be the only thing they read. “So we make sure that [a graphic] doesn’t explode information at them, but shows them something in a simple-to-read format,” Lovins said.



- Item 5

- Assorted graphics (Item 6)
- The Rice Thresher, Rice University, Houston, Texas

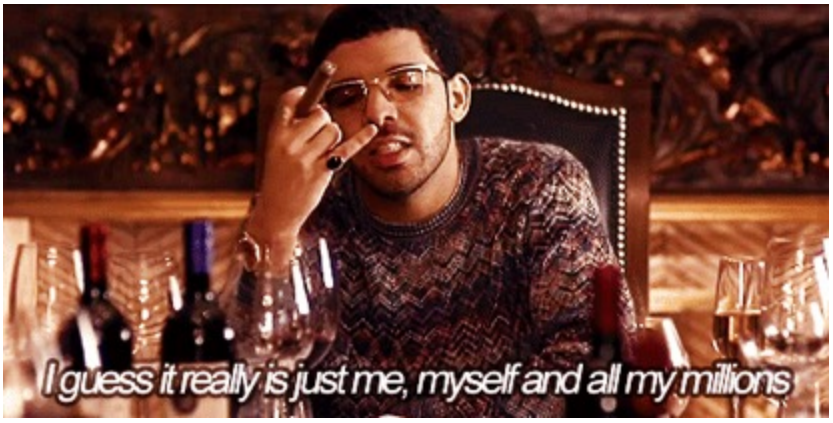
The Rice Thresher's energetic layouts and plentiful visual elements make it a standout in a field of college papers with more demure aesthetics.

"We've been striving to emphasize design elements in the past year," Christina Tan, art director of the Rice Thresher, said via email.

Ideas flow both directions at the Thresher: Editors can request graphics and illustrations, and designers can suggest graphic treatments. The staff look to Behance and Pinterest "to generate ideas on aesthetics and flow," Tan said.

For example, the content of the "Constitution in Brief" graphic, above, Tan said, "as a story would have been rather dry — so instead, we made it into a fun infographic that highlighted the word count changes, who helped make the changes, and more."

An image and a bit of text can be as effective as a full-fledged infographic, Tan said. (It's also easily doable by a non-designer.) Take the starting quarterback story, above: "Sometimes placing text in an appealing manner over a photo makes the graphic interesting and explains content in a concise manner."



- 10 Times Drake Was So Us During Syllabus Week (Item 7)
- Grand Central Magazine, Central Michigan University, Mount Pleasant, Michigan

The GIF listicle (as massively popularized by Buzzfeed) is one tool in Grand Central Magazine's repertoire of multimedia and visually compelling stories.

“For particularly broad, ‘wow-this-is-so-relatable’ type stories, our audience seems to engage better with listicles over, for example, a long-form written piece with stories from other students relaying their back-to-school horror stories,” said Grand Central staffer Tessa Harvey, who created the listicle above.

Such shareable content is “particularly important to building a following early in the school year,” Harvey said via email.

Gif listicles are relatively easy to create: Just grab some Creative Commons gifs off giphy.com and go crazy with the gifsticles.

Not too crazy, though. “Too much, and our audience won’t take us seriously,” Harvey said.

Holly J. Morris is a lecturer of journalism and the student media adviser at the University of North Georgia. She worked at the Washington Post Express for 12 years, as well as National Geographic and U.S. News & World Report. She holds a master of science degree in journalism from Columbia University and a couple of wholly unrelated degrees from Emory University.

Holly Morris

College Media Review
Journal of the College Media Association

Surveying student media staffs

Data and analysis can aid recruitment, retention—and growth

By Jessica Clary
Savannah College of Art and Design Atlanta

Introduction — To get to my office, you have to leave the main classroom building, drive (or walk) to the freshman residence hall (which is a mystery to many at a college with mostly commuters), go through a lobby without signs, past an elevator, then take a sharp turn down an unmarked hallway, past the bathrooms, and then knock on a locked door. If someone is there, they'll come open it, unless you're standing too close. The door opens out. I can't tell you how many people have leaned in and hit the door. If you're trying to get involved with Student Media at my college, there's a chance your first experience will be getting lost, then getting hit in the face with a door.

But, nearly 10 percent of students at SCAD Atlanta are involved with student media in some way. Since 2011, I have been trying to figure out how they got here.

I learned early on that my pleas for huge, institutional changes (better office space, a more visible presence for our online-only student media, better racks for our print media, etc.) wouldn't be easy, but finding out how we recruited and held on to the committed students I saw every day couldn't be that hard.

Over the past six years, I have gathered and tracked data to be able to explain how, at SCAD Atlanta, our student media recruits and retains students. I can see what has worked, what hasn't, and what has changed. I've been able to use the data to better prioritize and use the resources we do have, to continue to grow these programs within the college.

Research — SCAD Atlanta collects a lot of data about students involved with the program, but most of it is quantitative: dates, meeting sign-in sheets, application forms, etc. Once a year, we do a brief, easy qualitative survey to get feedback from involved students about their experience with the program. The survey is sent through Qualtrics to official university email addresses in April, collected and tabulated in May, and then analyzed over the summer by student leaders to implement changes in the fall.

The Survey and Opinion Matrix — The survey asks some factual, multiple-choice questions about how students found out about student media, when they got involved, etc.:

1. How do you serve, or have you served, in SCAD Atlanta Student Media? (SCAD Atlanta Radio DJ, SCAD Atlanta Radio manager, SCAD Atlanta Radio committee member, Connector contributor, SCAN Magazine contributor, Connector/SCAN Magazine editorial staff) (select all that apply)

2. How did you find out about SCAD Atlanta Student Media? (college email, college webspace, friends/classmates, faculty, staff, bulletin screen, posters/flyers, orientation events, student media websites, events, other) (select all that apply)

3. When did you apply? (quarters/years for past four years)

4. How soon did you get involved after submitting that application? (same quarter, later, way later, never)

5. Why did you get involved so quickly, or why did you take a while before getting involved? (open-answer)

The other section of the survey is an opinion matrix that asks students to agree, strongly agree, disagree or strongly agree with seven different statements. An n/a is also available for students where that statement doesn't apply to them. (For example, a student who just worked on a photo shoot on location for a magazine, but never came to our offices, would select n/a to comment on our office facilities.)

The statements are:

- I feel a sense of belonging at student media.
- I feel like other students involved in student media care about my opinions and contributions.
- The adviser is helpful, knowledgeable and easy to talk to.
- Adequate facilities are available to do the work I need to do for student media.
- Students feel welcome at student media events.
- I feel like student media is a vital part of student life at SCAD Atlanta.
- I feel like student media receives recognition at SCAD Atlanta for its quality.

From year-to-year, for an at-a-glance summary of how we're doing, we look at the combined agree/strongly agree vs. the combined disagree/strongly disagree for each area compared to previous years. That is the easy, upfront way we select areas to strategize for improvements.

Year-to-Year analysis and emphasis areas — In 2015, we had two years' data to compare (2014 and 2015), and chose areas in the opinion matrix to focus on for planning the next year.

Examples: "Adviser is helpful, knowledgeable and easy to talk to" fell from 88% to 86% in total agrees/strongly agrees from spring 2014 to spring 2015. In fall 2015, the

adviser held weekly walk-in training sessions, gave one-on-one feedback on every story and attended every student-run event that year. In 2015, the agrees/strongly agrees were back up to 95%.

"Students feel welcome and engaged at student media events" fell from 78% to 70% in total agrees/strongly agrees from spring 2014 to spring 2015. We experimented with different types of smaller events, like a magazine reading in one of the art galleries. We did not reach as many people, but we did improve the feelings of engagement with the students we did reach. Agrees/strongly agrees for 2015 increased to 86% for 2015.

We re-analyzed these programs and efforts in 2016. Examples:

"I feel like student media receives recognition at SCAD Atlanta for its quality" were just 46% in spring 2015. Our strategies had been small. We recognized milestones with posters around the college and small, impromptu surprises (like cake or pizza at a meeting, etc.). Instead of focusing on larger events, we focused on realistic opportunities for recognition and really went for them. In spring 2016, we had gotten that number up to 75%.

For 2015-2016, we purchased new large, shiny metal racks for SCAN Magazine, upping the visibility of our print product in campus buildings, and we saw a payoff. Racks became the 2nd most popular way students found out about student media. We also saw that last year's most popular method was through friends and classmates, so we added some class visits to reinforce this, and were able to raise that number from 55% to 60%.

Overall analysis — Our original goal when we started was to find out how students got involved, and then what we did that kept them here. Over the years, we have been satisfied with how we've attained this goal, and we plan to continue this survey every year.

We also know we have to look at the survey results in the context of the other data collected, specifically in the context of growth. The 2015-2016 survey was sent to 191

students participating in student media programs that academic year. Right now, the mailing list for the 2016-2017 survey is up to 212 students. Growth like that could, for example, negatively affect the "adequate facilities" opinions (more people sharing the same space), but positively affect "sense of belonging." Keeping in mind things like the Fall 2014 facilities emergency that displaced the radio station for ten weeks makes the 2014-2015 survey data make more sense.

The other supplemental info comes anecdotally through conversations with students, discussions in meetings and more. It's qualitative, and harder to count, but adds depth and perspective to our raw data.

Conclusion — This survey has made it very easy to see areas where our own students involved see us slipping behind, and an easy way to identify areas for improvement. Being a small, nimble department means we can make adjustments year to year based on the feedback and quickly implement improvement strategies. So far, these have paid off and we've been able to improve different areas.

With more resources and time, areas I'd consider for expansion would include focus-group style discussions of the opinion matrix statements with involved students to provide more context and anecdotal evidence for each point in a conversation-style atmosphere with other students, instead of an on-your-own survey.

About SCAD Atlanta Student Media — SCAD Atlanta Student Media supports three award-winning student-run media groups:

The Connector, online only at scadconnector.com, is an online student news source, updated daily during academic terms with news, features, fashion, arts and entertainment, opinions and more. The Connector began as a weekly tabloid newspaper in 2006, and transitioned to online-only in 2008. The Connector has earned national recognition from College Media Association, Society for Professional Journalists, Associated Collegiate Press, Columbia Scholastic Press Association and more for exceptional online work.

SCAN Magazine is a quarterly (3x per year) 36-page feature magazine highlighting the artistic talent and majors at SCAD Atlanta. SCAN is completely produced by students and issues come out in September, January and March. SCAN Magazine has earned national recognition from College Media Association, Columbia Scholastic Press Association, Associated Collegiate Press and more for their outstanding work.

SCAD Atlanta Radio began broadcasting in November 2007 as an online streaming radio station. The station has student DJs all from the SCAD Atlanta location and operates 24/7/365. SCAD Atlanta Radio has earned national recognition from College Broadcasters Inc., College Media Association and the Society for Collegiate Journalists.

SCAD Atlanta also has a chapter of the Society for Collegiate Journalists, named Outstanding New Chapter in 2014.

Jessica Clary, MFA, is assistant director of student media for the Savannah College of Art and Design in Atlanta, and has served as adviser to The Connector, SCAN Magazine and SCAD Atlanta Radio since 2010. She also served as assistant director of student media at the SCAD Savannah location from 2005-2008. She really likes Japanese monster movies

Jessica Clary and her "mug" shot

College Media Review
Journal of the College Media Association

Book Review — ‘Soul of the First Amendment’

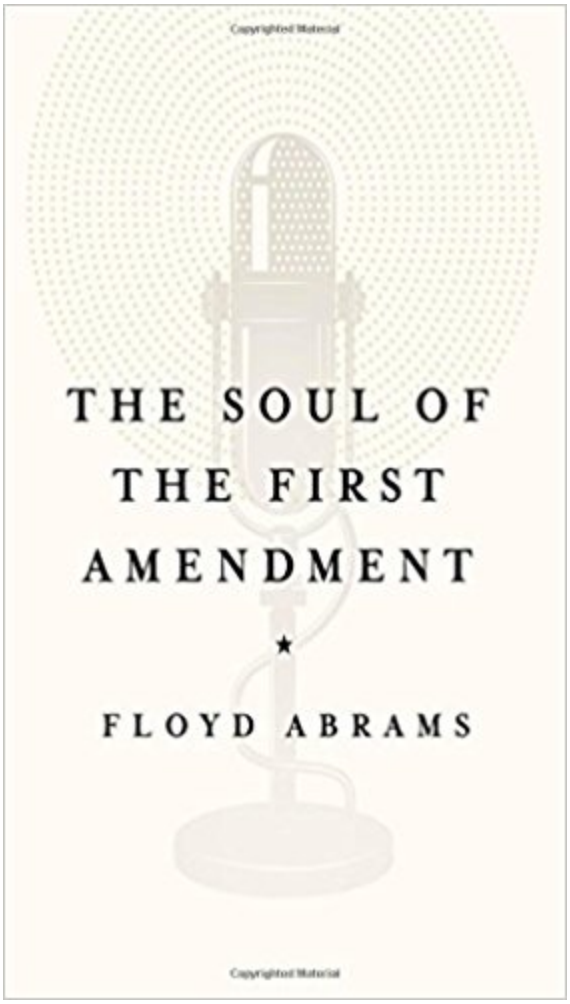
Floyd Abrams’ latest book compares free speech laws in United States and elsewhere

Reviewed by **Carolyn Schurr Levin**

Attorney Floyd Abrams, who represented The New York Times in the 1971 Pentagon Papers case and is described by the Columbia Journalism Review “as the country’s leading First Amendment litigator,” has published a new book: “The Soul of the First Amendment.”

In 2013, Abrams, senior counsel at Cahill Gordon & Reindell LLP in New York, published “Friend of the Court: On the Front Lines with the First Amendment.” In 2006, Abrams wrote “Speaking Freely: Trials of the First Amendment,” which focused on cases with which he’d been involved.

"The Soul of the First Amendment," a 150-page book published April 25, 2017, may be Abrams' most significant yet. Abrams focuses on why freedom of speech matters and compares U.S, First Amendment laws with laws governing free speech in other democratic nations. Abrams also looks at "how very much more protective of freedom of speech we are than other democratic nations by insisting on what they view as our rather manic devotion to it."



Abrams makes his point decisively by comparing America's extraordinary protection of speech with that of other countries, where, he argues, the freedom-protective language in their constitutions can be an "empty conceit."

For example, Abrams contrasts laws and fines pertaining to anti-gay rhetoric in Canada and a U.S. Supreme Court ruling that anti-gay protests by Westboro Baptist Church members outside American soldiers' funerals were protected under the First Amendment. The action, the Supreme Court said, could not be restricted "simply because it is upsetting or arouses contempt."

Throughout Europe, harsh criticism of the alleged misbehaviors of Muslim immigrants has led to criminal prosecutions for speech; such prosecutions would be "unthinkable" and "undoubtedly unconstitutional" in the United States, according to Abrams.

Abrams cites two cases, in England and Belgium, where individuals were convicted for speech violations that "made fun of" or were "grossly offensive" to Muslims. In contrast, such language would be fully protected by the First Amendment in the United States.

The attorney and author also delves into court rulings regarding the "right to be forgotten" and U.S. Supreme Court rulings that under the First Amendment, the federal government cannot limit political spending by corporations or individuals.

The right to be forgotten, adopted in the European Union in 2014, is the determination that search engines must remove links to published content if it is later determined to be "inadequate, irrelevant or no longer relevant." After analyzing the impact of this law in Europe, Abrams assures his readers that "Americans can take both comfort and pride that no American court would or, under the First Amendment," could uphold state-required suppression of truthful information.

Similarly, Abrams writes that "although limitations may be imposed throughout Europe on spending in elections and on seeking to persuade legislatures to enact (or to determine not to enact) legislation," such limitations would be entirely unconstitutional in the United States.

The exceptionalism of the United States in protecting freedom of speech does not mean that other countries do not respect or protect it, says Abrams. Yet, Abrams writes, "It does mean that American law does so more often, more intensely, and more controversially than is true elsewhere."

The last chapter of "The Soul of the First Amendment" is perhaps the most thought-provoking.

By this point, Abrams has convincingly made his case about the breadth and sweeping scope of our First Amendment rights. Yet, this First Amendment guru then issues what amounts to a warning to journalists – and budding journalists – to pause before freely exercising those rights.

"Having sweeping First Amendment rights does not begin to answer the question of how to use them," Abrams says. The decision to publish the Pentagon Papers, he notes, "did not come easily" for the New York Times in 1971.

More recently, journalists have had to grapple with leaks of millions of pages of computerized documents, as was the situation with Edward Snowden. The decision about whether to exercise the right to publish should be a thoughtful one because publication decisions often have far-reaching and serious consequences.

Abrams aptly notes that journalists are often asked to engage in a "sometimes painful decision-making process" about what to say "when law imposed few barriers to their saying just about anything they choose." Those journalists would be well-advised to read this book before making decisions that often have profound ramifications.

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"The Soul of the First Amendment" has important lessons, not just for college journalists and their advisers, but also for college administrators. Abrams hopes his book "will spur college administrators, who have extremely difficult and painful decisions to make about free speech on campus, to lean more in the direction of free speech on campus." And, we can all only hope that Abrams will continue to staunchly defend our free speech rights for a long, long time.

Carolyn Schurr Levin, an attorney specializing in Media Law and the First Amendment, is a professor of journalism and the faculty adviser for the student newspaper at Long Island University, LIU Post. She is also a lecturer and the media law adviser for the Stony Brook University School of Journalism. She has practiced law for over 25 years, including as the

Vice President and General Counsel of Newsday and the Vice President and General Counsel of Ziff Davis Media. She earned a J.D. from the University of Chicago Law School, a B.A. from Johns Hopkins University, and a Certificate in Journalism from New York University.

Carolyn Levin

College Media Review
Journal of the College Media Association

Research (Vol. 54) — Joining a conversation at private schools

Lighting it up — Journalism as a conversation at the private university

By **Matthew Salzano**
and **Joanne Lisosky**
Pacific Lutheran University

Abstract — Student journalists at private universities do the hard work of turning the lights on in the darkened, pseudo-public spheres on their campus. Without a clear idea of who is obligated to be the teller of unsavory truths on the private university's campus, student media must often take up the torch. Building on Jurgen Habermas's and Alexander Kluge's work on the "public sphere" and Doreen Marchionni's "journalism as a conversation," student media publications can be examined for their coorientation, informality, and interactivity. Using two stories from the student media of Pacific Lutheran University as a case study illustrates how

a robust student journalism outlet is a vital component of initiating important conversations in the public sphere of the private university. This investigation includes suggestions for implementing these strategies at other private universities.

Figure 1

Introduction

The lights are off. The room is dark. There are a few dormant iMacs sitting in a cluster of desks. On those desks are discarded drafts of articles, empty coffee mugs, candy wrappers, remnants of food, all hidden in the darkness of the room. A student journalist walks into her office and turns the light on.

She walks to her desk and checks her notifications: there is, once again, an absolute landslide of feedback via email, mentions on Twitter, and debating commenters on Facebook. The newspaper published another big story Friday morning, and her private university campus cannot stop talking about it.

The authors tell this fictional story because they think it is representative of the role played by student journalists at private universities: under the right circumstances and using standard journalistic tools, they turn the lights on to what might be hiding in a darkened room. Private universities do not have the mandate of transparency found at state universities. Without the courage and tenacity of student journalists, a private university can leave the lights off and choose not to discuss the difficult issues.

Exploring Habermas' idea of the public sphere and expanding on Doreen Marchionni's work with journalism as a conversation, this research delves into two recent events in the student newsroom at Pacific Lutheran University. The authors

explore how the student journalists prepared for the events and how the university administration and the community reacted—and continue to react. Through this, the authors conclude that a robust student journalism outlet is a vital component of initiating important conversations in the public sphere of the private university.

Theoretical Basis

The Public Sphere

The idea of the public sphere comes from sociologist Jurgen Habermas's foundational work, *The Structural Transformation of the Public Sphere* (1989). In this, he conceptualizes the public sphere as the "sphere of private people [that] come together as a public." He further explains this a few years later, describing it as "a realm of our social life in which something approaching public opinion can be formed," adding the qualification that "access is guaranteed to all citizens" (27).

At a private university, the reality of the public sphere is that it is a pseudo-public sphere. The university acts in its own interests and is only obligated to reveal information that is in its best interest to students, faculty, and staff. While the private liberal arts university may claim that its core tenets include transparency, diversity, social justice, or a number of other of progressive paradigms, these tenets are only investigated by the university in ways that make sure the brand or image of the university is preserved. As an example, an honest public sphere at a private university would recognize that its student body is not diverse because students of color are tokenized oddities; the pseudo-public sphere, which the university facilitates, over-represents the opinion that the university is diverse due to the statistics of its student body, regardless of lived experience.

Habermas posits that a public sphere is where rational dialogue and debate happen about the lifeworld experienced by the private citizens. As citizens discuss and shape ideas that create public opinion in this sphere, they shape democratic society. The public sphere is the meeting of private citizens and the power of the state; the debate that takes place in the public sphere inevitably shapes both how people behave

individually and how the state represents these individuals (1989). The private university, of course, is not a democracy or a "state"—it operates independent of much of the governmental oversight at a public institution. This does not change the idea, however, that the public sphere of the private university that faculty, students, administrators, and staff all inevitably participate in has great effect on what happens in the university. It is held to the opinions of the faculty and the students that constitute its presence. The student journalist is vital in instituting the access to information that facilitates the ability of "streams of communication" in the public sphere to "coalesce into bundles of topically specified public opinions" at the private university (Habermas 1992, 360).

Alexander Kluge describes an oppositional, or alternative, public sphere as "a type of public sphere which is increasing and changing, increasing the possibilities for a public articulation of experience" (Kluge, Levin, & Hansen 1981, 211). This alternative public sphere stands in contrast to the pseudo-public sphere that claims to be representative but actually excludes. A pseudo-public sphere only shows "parts of reality, selectively and according to certain value systems," seemingly, but not actually, representative of a universal experience (212). The creation of alternative public spheres counters this presentation and begins to produce a more representative public sphere. This is important to creating effective civil discourse.

Kluge argues that the public sphere can only be produced when one accepts "the degree of abstraction which is involved in carrying one piece of information to another place in society"; he believes this is the "only way we can create an oppositional public sphere and thus expand the existing public sphere" (Kluge et al. 1981, 212). The student media of a private university, then, by taking information from a non-public sphere into an alternative public sphere, helps expand the public sphere of the university. The authors postulate that, in this private university context, discussion moves from the alternative—where only students, even in mass, are in the conversation—and enters the public sphere when the university and student governing bodies begin to enter the stream of conversation.

The work of student journalists at the private university is particularly important because it is unclear at their universities who would disseminate honest information about important issues. In contrast to public universities, the private university is not held accountable in the same way by the state, public record requests, and local journalists. Student journalism at a private university serves as the primary agent that brings potentially unsavory information from non-public spheres and, by employing the alternative public sphere, turns on the light.

Journalism as a Conversation

Journalism is no longer just a lecture. It's more like a seminar: a conversation among equals exploring something together. When well-practiced, journalism becomes the impetus for vital community conversations. Student media at private schools offers students an ideal opportunity to practice journalism as a conversation —a new, proactive model developed for 21st century journalism. The community at a private university tends to be small and these enterprising student journalists often work in close proximity with people, both students and administrators, who engage in the challenging issues facing the campus community.

In practicing journalism as conversation, student journalists no longer just think of a story, write the story, publish the story, and move on to the next story. They think of a story idea that has the potential to start a discussion in the community, publish the story, and remain involved in the conversation once the story ignites. They participate in what John Dewey (1927) suggested as the public method: face-to-face conversation that feeds into the public discussion and renews people's ability to evaluate and discriminate the contents of public discussion and what is best for them.

In this evolutionary model, student journalists supply the light—the facts—but the community fills in the story as the issue is discussed and negotiated.

A pioneer in the theoretical aspects of journalism as a conversation is Doreen Marchionni (2013) who examined this notion in "Journalism-as-a-Conversation: A

Concept Explication." Marchionni remarked that this notion of journalism as a conversation began as public journalism, which was closely tied to the notion of public sphere proposed by Jurgen Habermas (1989).

Marchionni (2013) explained her variable of coorientation as one of the key elements in journalism as a conversation. She added that this aspect was declared in 2012 as one of the biggest ideas in journalism during the last 100 years by the Association for Education in Journalism and Mass Communication (AEJMC). Marchionni suggested that coorientation, which is the perceived similarity of journalists and readers, represents the collaborative nature of the evolutionary journalism model or "bringing citizens directly into the reporting process" (142) She added that coorientation works best when journalists "are more like the citizens they are supposed to serve" (2015, 221). Coorientation can be easily attained for student journalists at a private university because the audience tends to be easily drawn into stories produced by colleagues in student media and the audience is mostly comprised of similar demographic citizens.

Another variable Marchionni addressed was the tone or voice of the journalist's storytelling, which she described as informality. She suggested that in order for news to be less lecture and more conversational, the journalist needed to more personal and slightly less professional (2013, 140). While this notion may cause seasoned journalists to quake, it offers the student journalists an attractive way to dive into a story and even add a first-person perspective they often find appealing due to its democratizing, personal nature.

The modern framing of journalism as a conversation becomes most apt when one applies the variable of interactivity as mentioned by Marchionni (2013, 142). Today's university students rely heavily on electronic conversations, from email to social media. They have no compunction about responding virtually and vociferously to material that their colleagues publish for student media. Thus, interactivity can be assessed on a private school campus.

At the conclusion of her foundational piece on journalism as a conversation, Marchionni proffered that experimentation of this evolutionary practice needed to be conducted.

The authors suggest that student media at a private university presents an outstanding opportunity to explore the reach of journalism as a conversation. The population is compact and focused. The administration's goals may differ from the population's goals, but the administrators may be open to allowing the student journalists the opportunity to begin the discussion. The media have the unique opportunity to bring to the masses the challenges and conflicts otherwise divulged only to a few stakeholders, thus shedding light on the situation in a way the administrative leadership may not.

Methodology

Two examples of a journalism as a communication experiment occurred at Pacific Lutheran University in the past 18 months. These issues focused on challenges found at many universities: student alcohol abuse and student athletes' group-think.

1. "Get drunk, make mistakes:" This publication in October 2015 asked difficult questions of various populations on campus. The story demonstrated a unique narrative story-telling method that came under attack. Publication resulted in many meetings on campus among various groups that formerly did not engage, but were brought together to discuss the issue of alcohol at off-campus parties.
2. "Every Man a Lute." The publication of this team-written story in student newspaper *The Mast* sought information from a variety of sources on campus and resulted in social media conversations and swift action from administration to promote the elimination of long-standing misogynistic slogan.

Both of these stories will be assessed with regards to three variables from Marchionni's work: interactivity, informality, and coorientation. This assessment looks at the stories in question, social media posts from Facebook and Twitter concerning the stories, and interviews with student reporters and administrators.

The authors then, based on these analyses, suggest that these stories fit the criteria of journalism as a conversation and thus demonstrate a significant role for student media at a private university.

Case Studies

Fig. 1. Cover of student publication, *Mast Magazine,* on October 30, 2015.

Get Drunk, Make Mistakes

"How do we get here and how does this all get started?" The question was asked by the editor of the Pacific Lutheran University newspaper and magazine in a 2015 story known as "Get Drunk, Make Mistakes." In a seven-section, first-person narrative, she compiled the stories of multiple partiers and multiple parties; she explained in a disclaimer that she created this composite for the sake of anonymity, in hopes of keeping students out of trouble but still be able to "cover this sensitive topic" (Lund 2015).

Interactivity

The students reacted to this suddenly public conversation in a way that showed it truly was a "sensitive topic." Taking to Twitter, many were offended that the article did not clearly state its purpose. One such commenter was student Arika Matoba: "What is this Get Drunk Make Mistakes article? That normalizes judging people and over drinking?? THAT is the feature?????" (Matoba 2015). Matoba was particularly upset with the agenda-setting she read into the magazine's choice of cover photo, which opted for "Get Drunk Make Mistakes" instead of a story about an autistic man continuing his family's legacy at the university, writing that the publication "uplifts

party culture and unsafe drinking over stories of overcoming adversity simply to make some noise" (Matoba 2015). Another student remarked that it lacked any sense of "activism" or "morality," having "no overall message," instead "endorsing a negative culture" (Anderson 2015). In response, the publication encouraged its Twitter users to send their thoughts in as a letter to the editor. It also clarified why the story made the cover (Mast Media 2015).

Tweets, Facebook posts, and Snapchat interactions after the story was published showed how capable the student media organization was at creating conversation. Journalism as a conversation situates stories not as a lecture to the audience, but as interactive with the audience. Contemporary private universities are particularly well-situated to showcase this interaction due to the prevalence and narrowness of scope in both digital and real life social networks of students. Conversations about hot topics brought up by student media easily spread through the community because it is well-linked together and only needs to travel a short distance.

In the case of "Get Drunk, Make Mistakes," the story quickly made palpable impressions on the social space of the university, as evidenced by the interactions on social media. To translate into terms of the public sphere, the private university's pseudo-public sphere showed it was fragile because a neglected topic was easily brought up by student journalists.

In response to this student story, the university's student government hosted an event to talk about drinking culture on campus. The event hosted about 50 people and included the Vice President of Student Life, Joanna Royce-Davis. A sphere concerning a profoundly important yet difficult issue to address was broken into as a result of the work of student media, showcasing how journalism as a conversation functions on campus.

Informality

"Get Drunk, Make Mistakes" shows the desire to flip on the light switch in a darkened pseudo-public sphere. Seeing journalism as a conversation, the story

sought to highlight issues that people should be talking about in the ways students talked about it. The disclaimer said the author wanted to talk about "smoking, drinking, partying and hooking up at" her university; throughout the article, she documents experiences of being busted by police, the "party creepers" who live in the impoverished area surrounding the university but show up at the parties, and how these gatherings differ from those at nearby public universities (Lund 2015). This informal diction showed that this was not a lecture, but a shared experience by students and for students.

Coorientation

While the informality increased the coorientation of the piece, the story needed to have a marked purpose to contribute (or create) meaningful conversation. It was as if the student media organization had turned the lights on and rudely awoken a peacefully resting student body, but offered no explanation for its perceived impoliteness. The piece adequately began conversation but was not clear as to why it was doing so, so the conversation sparked was more about the agenda-setting of the publication, rather than the issues about party culture it intended to explore.

Seeing the potential damage to credibility due to this miscommunication, the staff decided to release an apology letter that clearly articulated the organization's dedication to journalism as a conversation that takes active care in cultivating an active public sphere. The letter began by establishing coorientation: noting that the student journalists loved being students at the university. Then they clearly stated the purpose of creating conversation: "to shed light on a little-talked about issue, hoping to spark conversations about how party culture works and what it means for our community" and, adding later in the piece, "Most importantly, we wish to use [the publication] and the stories in it to point campus conversation toward productive discourse" ("Regarding Mast Magazine" 2015).

This article, in effect, accomplished two things: first, it showed the purpose of journalism as being a conversation; second, it helped reinforce the student journalists' orientation and role at the private university as stewards of a public

sphere who were not just capable of, but responsible to, journalism as a conversation.

Conclusions

This story also illustrates that on-campus journalism could not just develop an alternative public sphere but that the alternative space created can directly lead to a break into the public sphere of the university. Vice President Royce-Davis said in an interview that the article served as a "catalyst" to start a conversation that people were ready to respond to because the conversation thus far had taken place in a non-public sphere she described as its own "segmented, silo-ed place." The story is now used as a "common reference" when talking in athletics about drinking culture (Royce-Davis, personal communication, March 27, 2017).

"When the article came out," she said, "what it invited and provided was instead a response from the entire community to say: 'This isn't so silo-ed. This is bigger and has greater impact and influence across many students" (Royce-Davis, personal communication, March 27, 2017).

In conclusion, "Get Drunk, Make Mistakes" and its following apology shows how, with careful engagement in the production of journalism as a conversation in an alternative public sphere—with engagement of students with students, online and in person—the student journalist can be the impetus for conversation at Pacific Lutheran University.

Fig. 2. Cover of student newspaper, *The Mast,* on November 4, 2016.

"Every Man A Lute"

The next example from the student media organization, almost exactly a full year later, started with a tweet. The university's sports Twitter account, @golutes, had posted a picture containing a traditional football team slogan known as Every Man a Lute, also known as EMAL, had been blurred out and obscured on a football practice

jersey. Player Parker Smith responded on Twitter: “Why is the EMAL blurred out?” and his tweet garnered more than 30 retweets and 80 likes (Smith 2015). This began a quiet murmur among student athletes on campus about what may be happening to the slogan.

Coorientation

In the student newsroom, the staff, which included the new editor and approximately four other staffers had been around for the “Get Drunk, Make Mistakes” story, was alerted to this new conversation via the popular tweet. The conversation was much bigger than just about what the university had decided about the slogan: it was also about the history of the team, the history of the university, the nature of patriarchy in language, and the meaning of inclusion as the university moved forward. The story was covered by a diverse group of people—some knew plenty about EMAL, some knew almost nothing. That helped orient the story in the language and ideology of the student body: due to the explanatory nature of the piece, it was clear this was not a lecture where the journalist knew it all. This was an exploration being conducted together, as a community.

The story was published as a cover story in the Nov. 4, 2016, print issue of the newspaper. It was divided into sections titled “The Legacy,” “Exclusionary Language,” “In Response,” “On the Books,” and “Put Into Practice” (Thames et al. 2016). It methodically provided information as to inform the conversations that constitute the public sphere: the history of the term, based on archival research; information from communication faculty about semantic asymmetry; student, faculty, staff, and alumni input; stated marketing practices at the university; and information on how the team and administration planned to move forward, respectively.

Informality

The story is framed with an especially long headline in large text, underneath a "Every Man a Lute" title: "PLU marketing shies away from the legendary slogan: is EMAL an important legacy or exclusionary language?" This extraordinarily long headline is not a symbol of novice journalists; rather it was a way of denoting the exact goal of the story. This strategy appears to follow the goal of journalism as a conversation: it broke the traditional, formal rules of journalism, which may have led to an impersonal headline due to its untraditional length. Instead, it is motivated to provide facts to a situation and, with the lessons from "Get Drunk, Make Mistakes," a clear structure to guide the conversation forward in a way that is suited to its community. Another option could have been a straightforward 600-word story about the logo being blurred out, opting to do little history or explanation on the terms; instead, this 1,800 word story with a long headline gives facts and a guiding question. It turns on the lights in the darkened room and says "OK, everyone, the reason we're disturbing you is…"

Interactivity

So, what had existed in the non-public sphere (i.e., only among athletes, with little-to-no divergent opinions) was now brought into the alternative public sphere (i.e., of student journalism) in hopes of bringing this conversation into the public sphere. Much like with "Get Drunk, Make Mistakes," this quickly happened—and on a much larger scale. According to Vice President Royce-Davis, the story had provided "an opportunity for multiple perspectives to be in the same space in a way they hadn't been before." This led to the reactions all over campus and beyond. The vice president shared that she hears conversations about EMAL on a "regular basis" (Royce-Davis, personal communication, March 27, 2017).

Perhaps the primary drivers of post-publication conversation were alumni. The conversation was continued by alumni who found the story on the student media website. Troy Brost, in a post containing a photoshopped title—"The Legacy That Will Live Forever"—over an image from the story, wrote that a "handful of

administrators and students... considers EMAL (Every Man A Lute), a football term and tradition created 30+ years ago, not inclusive enough to be politically correct" (Brost, 2016). Others included: "This is disheartening," "The level of sensitivity is too much nowadays," and "This is getting a little absurd" (Hatton 2016; Song 2016; and Brown 2016).

The university decided to hold a "PLU Football Community Meeting" about EMAL aimed at alumni: when the university posted on its Facebook page, the invite was for a "peaceful, grace-filled conversation." The conversation was live-tweeted by the student media that originally covered the story.

Conclusions

This conversation on campus—as evidenced by that first unanswered question on Twitter—would not have made it to the public sphere without the work of student journalists. The commitment and awareness to journalism as conversation is apparent in the structure of the story, and such commitment meant that the conversation extended past the story in print, to social media, and into formal conversations of the university. Vice President Royce-Davis ended up grateful that the story had made it so the "door had been opened" for this "necessary conversation that probably needed to have occurred some time ago" (Royce-Davis, personal communication, March 27, 2017).

She noted that "it's been super healthy—not easy!" This was a clear example of how careful stewardship of stories, which keeps the public sphere and conversation in mind, can have powerful effects on the private university campus.

Suggestions

Clearly, when student media experiments with journalism as a conversation at a private university, there can be real effects of eroding its pseudo-public sphere. This is easily said, however, and not as easily accomplished; it requires the existence of willing administrators, students, and readers. In addition, practicing journalism as a

conversation offers journalism educators a broad spectrum of additional skills to add to student journalists' tool boxes.

One of the most important ingredients needed to make this experiment work at a private school are supportive administrators. These administrators need to recognize that the possibility exists for unsavory exposure to unsubstantiated material when dealing with controversial subject in the hands of student journalists. Vice President Royce-Davis recognized that "student media does not present a 'problem' to us," recognizing that as a "troublesome" narrative; instead, student media is a vital contributor "to shared shaping and understanding of community," as it "brings forward information that may be under the surface or not visible otherwise" (Royce-Davis, personal communication, March 27, 2017).

The authors believe that a first step in building a good relationship with administration is to be clear about pedagogy. That may include showing them this paper as evidence that a driven student staff paired with supportive administrators can help make the university a better place. When administrators trust that the student journalists are the best arbiters and curators for examining and collating challenging issues on campus, journalism as a conversation has the best opportunity to exist and flourish.

Brooke Thames, the current editor-in-chief of *The Mast*, recalled that stories were being approached with the idea of journalism as conversation; this meant it was not difficult to get staffers involved—they already cared about the story. They already had a stake in it, curiosities about it, and feelings toward it (Thames, personal communication, March 28, 2017). Participants were more than willing, because it wasn't that they were being asked to do it; it came out of their desire to know more.

Journalism as a conversation offers journalism educators an array of new tools to use when approaching serious campus stories. Student journalists can be encouraged to consider journalism as the beginning of a difficult discussion, not a one-and-done lecture. This broadens students' notion of the importance of journalism on their campus. Journalism as a conversation reminds students that

they are not simply there to tell the stories but to engage fully in the issue after publication because they are now an integral part of the solution.

The readers follow suit. If the student media staff is situated as a part of the community, if it is properly orientated, its community will care deeply about the stories being told. Students will welcome the new participant in the pre-existing conversation that was aching for a more public venue. At the university of the case studies, print newspapers had to be ordered in larger quantities because they were flying off the racks.

This research represents how one small community can engage in the practice of journalism as a conversation. With that in mind, further research could develop programs for educating students and advisers on these theories and how to employ them. The theoretical basis for this paper could be applied to other private university publications to expand literature on the contemporary functions of journalism as a conversation and the public sphere.

The student journalist from the beginning of the essay sits at her desk, engaging each notification she's received with the same investment she had when her team began reporting on the story. She's busy, tired, and she really needs to clean up her office, but she's deeply satisfied that her team found another issue hiding in the darkness—and turned the lights on.

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